An aerial, black and white photograph of a city. In the center, there is a large, prominent building with a dome, likely a state capitol. Surrounding it are various other buildings, streets, and green spaces. The perspective is from a high angle, looking down on the city.

SPECIAL ISSUE
JANUARY 1953

The
School Executive

SCHOOLS

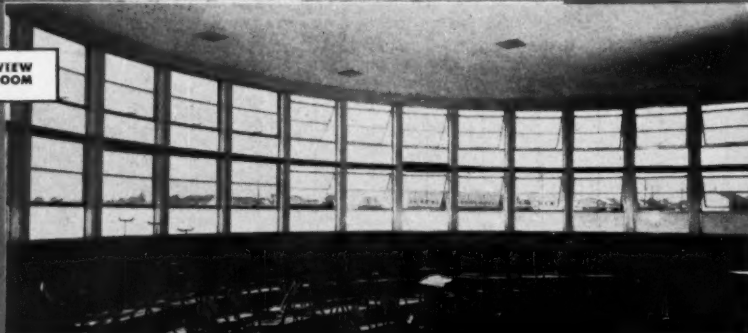
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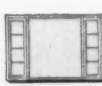
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The School Executive

JANUARY 1953

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The School Executive

Preview for February

THE SCHOOL EXECUTIVE will present a rich menu in the February issue. Belmont Farley in the green sheet gives us salient information regarding television as a tool for school use—a topic that will soon require decisions from administrators and laymen in many communities. The Planning Section presents information to help with another important issue: What shall the schools teach about economics? A group of men who have given particular attention to this issue present their views and practices.

Also, don't miss Superintendent Little's discussion of the community and school policies. Hazel Howell's article on televising the textbook, Coston's article on laboratory furnitures, Monroe's description of the graphic arts program, and Rios' story of the art program in Phoenix, Arizona. These are samples; you will want to see and read for yourself.

Sincerely,

Walter D. Cocking

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These entries will be judged in January by a panel of architects and school plant specialists. Announcement of the five winners will be made at the meeting of the American Association of School Administrators in Atlantic City, February 14.

These award-winning entries, together with 20 or more of the other architectural designs which the jury deems outstanding, will be placed on exhibit at the convention, in THE SCHOOL EXECUTIVE booth.

The March issue of the THE SCHOOL EXECUTIVE will give pictorial coverage to the winners—photographs, floor plans and renderings—as well as a critical evaluation, based on the judges' reports, of each of these plants plus those receiving honorable mention.

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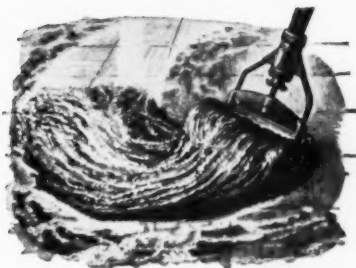
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Conference Calendar

national meetings of importance to those in the field of education

JANUARY

30-31, National Citizens Commission for the Public Schools—Citizens' Assembly on Education, Denver, Colorado.

FEBRUARY

2-6, Temple University Annual Reading Institute on Curriculum Approach to Reading Instruction, Philadelphia.

8-12, Eighth Annual Convention, Association for Supervision and Curriculum Development, NEA, Cleveland.

12-14, Annual meeting, NEA Department of Elementary School Principals, Atlantic City.

12-14, National School Boards Association Convention, Atlantic City.

14-19, American Association of School Administrators, NEA, Atlantic City.

16-18, American Educational Research Association, NEA, Atlantic City.

21-25, Annual Convention, National Association of Secondary-School Principals, NEA, Los Angeles.

MARCH

5-7, National Conference on Higher Education, NEA Association for Higher Education, Chicago.

APRIL

8-11, Thirty-first Annual Meeting, NEA International Council for Exceptional Children, Boston.

MAY

4-5, Annual convention, National Association of State Universities, Columbus, Ohio.

JUNE

15-18, Seventeenth Annual National Conference, National Association of Student Councils of the National Association of Secondary-School Principals, NEA, Portland, Oregon.

28-July 3, Ninety-first Annual Meeting, National Education Association, Miami Beach, Florida.

SE-10

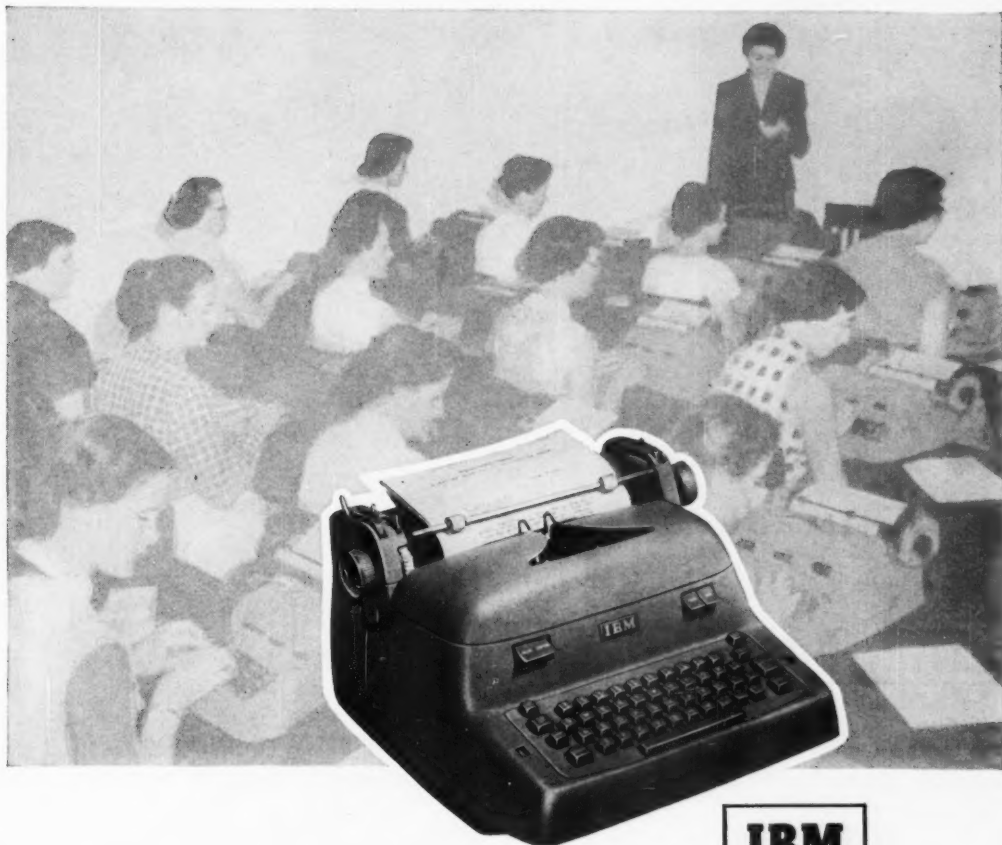
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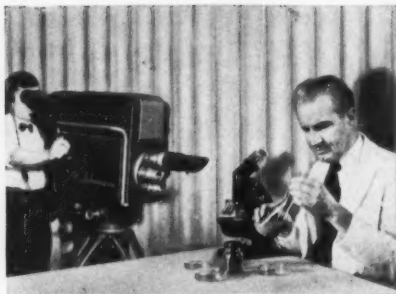
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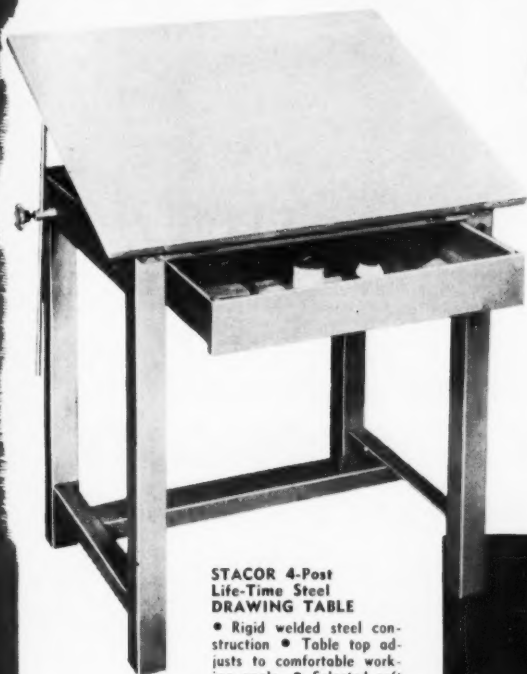
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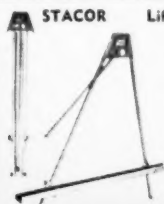
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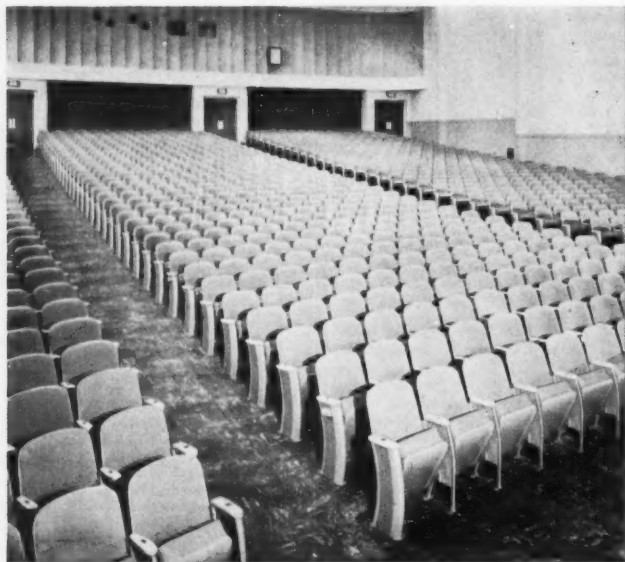


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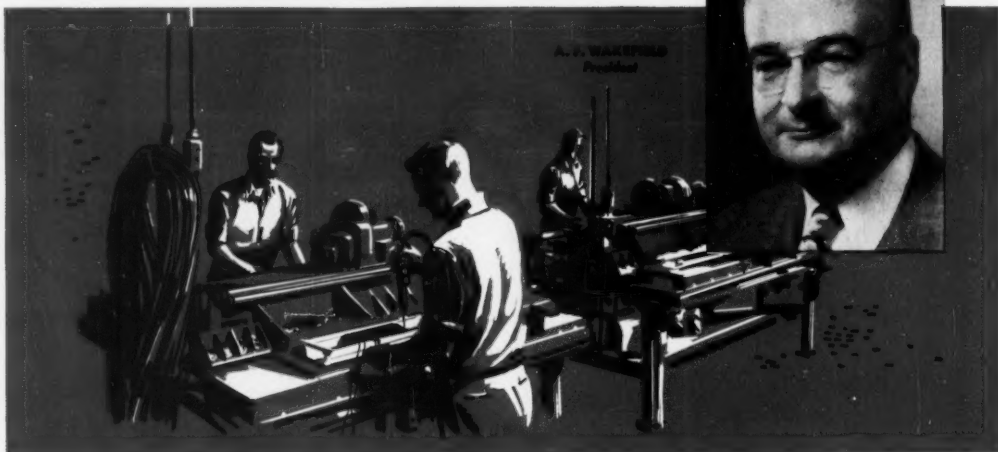
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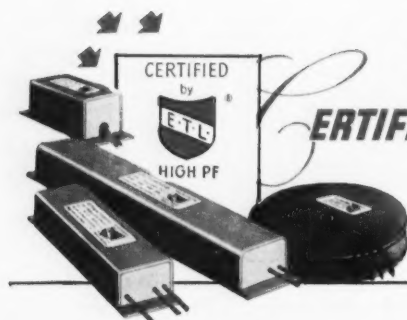
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Next Month: Television as a Tool for School Use

Schools and Community Improvement

Functioning,
not passive,
democracy

IF DEMOCRACY is to be more than a word, it must be functional and it must operate at the local level. Perhaps the best opportunity afforded to most of us to participate in democratic processes is within our own communities, not at the state or national level. Community effort, therefore, is a typical and, probably, a particularly significant example of the American way of life. This effort encourages the development of strong, thriving communities in which the people are concerned about identifying and solving their own problems. It can be one of the most dynamic means of counterbalancing the trend toward centralization. When local citizens cooperate in determining and meeting community problems, democracy becomes a living process. It then emerges from a passive "consent democracy" to a functioning democracy. An enlightened citizenry, living in a vast network of vigorous communities where many people use democratic processes to enrich the community life, will result in the proper framework for a strong, democratic nation.

Communities everywhere are facing problems in education, religion, taxation, health, and home and family living. None of these problems will be resolved easily; some will be more persistent and perplexing than others. Characteristically, community problems are never ending; for as long as we seek and attain new levels of living, new problems will arise and somehow they must be resolved if we are to progress.

Fortunately, along with these problems we have tremendous community resources. These resources may be identified as: human, natural or physical, and institutional. When these resources are utilized and improved, community life cannot help but be enriched. Our purpose is to point out some ways in which these resources can be used most effectively for the improvement of living in the community and to suggest the role the school may take in the solution of community problems.

The educational function is so complex that it must be accomplished through many institutions, agencies, and activities of which the formalized public school is only one. However, it seems logical for the school to exercise leadership in bringing about cooperation among these groups as it is probably the only institution which devotes all of its time and energy to education. If the school assumes this responsibility by knitting

School has
responsibility
to coordinate

Prepared for this special January issue by EDWARD L. GRIM, Assistant Superintendent of Public Instruction, Department of Public Instruction, Lansing, Michigan.

OUR SCHOOLS

Appalling lag
between theory
and practice

No pattern
will fit all
communities

School program
should relate to
daily life of all

together the educational efforts of the various agencies into a cooperative pattern, there is created a tremendous potential for meeting any and all community problems.

If the school is to be the medium through which our cultural heritage is transmitted and enriched, it must naturally be the focal point of community culture. It has the obligation of striving to make the needs of people their wants, so that there is a continual expression of effort to elevate community life. Then, too, the school is in a position to bring understanding and harmony to those cultural, social, and political differences which otherwise often create social conflict and group cleavage.

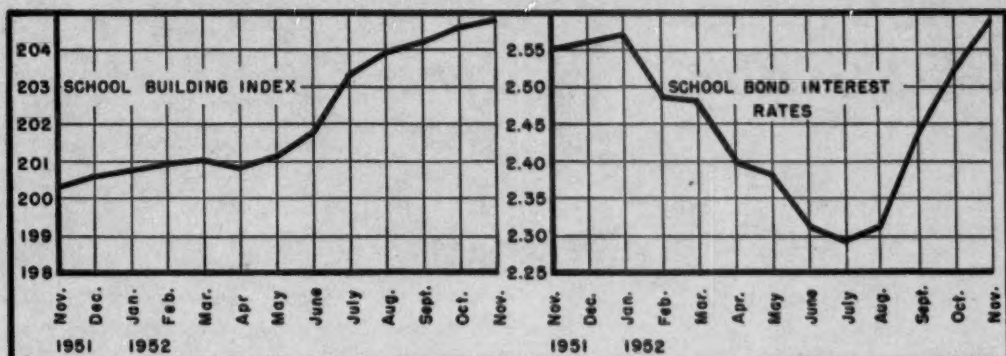
Participation by lay citizens in school affairs is gaining momentum. However, to be effective, this interest must be coupled with know-how. Educators have fallen short in their efforts to bring about understanding on the part of our citizenry of our educational conditions and needs. The lag between educational research findings and general practice is appalling. To capitalize on the wealth of interest, ideas, and willingness to work of capable lay citizens, educators must provide experiences and training opportunities which will enable lay citizens to answer intelligently the question, "What is a sound, functional program of education?"

If schools accept community improvement as one of their purposes it follows that the school and community must be organized for action. It is obvious that no single organizational pattern will fit all communities. In Michigan several communities have organized study and action groups of approximately twenty-five members each in such areas as education, religion, health, trade and industry, agriculture, and home and family living. A central committee composed usually of the chairman of these groups gives over-all direction. The experience of the people in these communities clearly indicates that success depends not only on the organizational structure but also on the ability of the leaders involved. Leaders must be trained so that the processes used in meeting problems provide an experience in democratic living for the participants.

Schools and communities organized for community improvement may anticipate three steps or phases which may be reduced to three questions: what have we got; what do we want; how are we going to get it. Taking health as an example, a study group might first determine the status of health in the community. This could involve the collecting of health information already available from local, county, and state health departments as well as from many other agencies which have pertinent data. It might also include the use of surveys, questionnaires, and unmet medical needs studies. The next step involves the establishment of goals which would be characteristic of the kind of health program desired. An examination of the current health status and the goals would indicate the type of action programs needed. Many agencies stand ready to provide the essential consultant services in each of these three steps.

School programs become more meaningful when they are related to the daily living of the people, young and old alike, who are served by the school. There is no better laboratory than the community for examining and solving real problems which effect the goodness of living of the inhabitants. If problems in the various areas of community life are to be satisfactorily met, it is obvious that a continuous education program is necessary. Recently, a principal of a junior high school in a rural area complained to the writer that the school and community were beset with many problems. Yet, further conversations and visits revealed that nowhere in the school program were these problems recognized. Failure to meet such challenges destined the school to be only *in* rather than a part of its community.

A community school system which is well led, well organized, and which works in cooperation with other community serving agencies can make a significant contribution to the goodness of living in its community.



School Building Costs and Bond Prices

HAROLD F. CLARK, Economic Analyst
Teachers College, Columbia University

SCHOOL building prices continue to rise. The index of school building prices in November was 204.8 (1939=100), a .2 percent rise over the October figure of 204.6.

For thirteen years now, school building prices have been rising. On at least three occasions during this period, building costs gave definite signs of starting to decline, but in each case a turn of events caused them to increase. At the beginning of 1953, the index of the cost of school buildings is approximately 205. The index in January, 1952, was 200; January, 1951, was 195; and January, 1950, was 181.

What are the prospects for building prices? Wholesale prices have declined very slowly during the fall and winter, as have spot prices and future prices. The decline has been small but reasonably steady and widespread. This would indicate that unless new factors enter the picture, prices have at least temporarily stabilized.

The price of steel may have to advance because of the rise in the prices of coal and in the wages of steel workers. Some of the other metals may actually decline in price. Brick, tile, cement and lumber should show a very small increase, if any. In general, building material prices

should be relatively stable over the weeks immediately ahead.

The uncertain factor is the wage situation. Building wages have long been rising with no visible sign of a halt. If the wage levels in the building trades could stabilize, building costs might actually decline.

Putting the prospects for building material prices and labor prices together, it would look as though building prices should vary from approximately stable in some communities to very slight increases in other communities. All of these assumptions, of course, are contingent upon no important changes in Federal policy. Many authorities look forward to some decline in business in the third quarter of 1953 which might ease building costs. School boards for 1953 probably should make their plans on building costs at levels fairly close to those existing at the first of the year.

School Bond Interest Rates

Interest rates on school bonds continue to rise. The average interest rate on all school bonds sold during the month of November was 2.59 percent; during October it was 2.52 percent. School bonds selling for less than 2 percent have almost disappeared from the market. A sub-

stantial number of school bonds were sold during October paying more than 3 percent interest and some during November at more than 3 1/4 percent net interest rate.

It is easy to see, however, what has caused the rise in interest rates. The banks have been raising interest rates on business loans for some time. The United States Treasury has been allowing interest rates to rise; in November it announced the offer of 2 percent certificates of indebtedness to run for approximately nine months. When the Federal Government is paying 2 percent on some of its borrowing for a term of less than one year, there will be relatively little money loaned by anyone else for less.

Future Bond Issues

What action should school boards take in the light of this situation? Interest rates on school bonds are as high as they have been for many years. Should school boards issue bonds in anticipation of still further increase in rates or shall they refrain from issuing them in anticipation of lower rates? Neither is probably the wiser course. With the recent rise, interest rates are still low on a long-term basis. In general, school boards should go ahead and issue bonds when they need them for new buildings.

The Washington Scene



The President-Elect came down Pennsylvania Avenue standing in the rear of an open car with his arms held high in much the same manner as he returned to Washington a conquering hero after World War II. The sidelines exhibited nearly as much enthusiasm, as citizens jostled each other sidewalk-deep along the route.

A few of those who struggled through the shouting throng were on their way to Capitol Hill to attend the opening of a hearing before a House committee headed by Representative E. E. Cox (D-Ga.) which was organized to investigate "tax-exempt educational and philanthropic institutions," presumably to discover whether such groups have abused the mission for which they were established or have furthered un-American influences.

Because educational organizations sometimes operate business enterprises with foundation money, and because all of them may be considered philanthropic, Washington representatives of educational associations were in the gallery as the hearings opened.

First testimony was given by E. V. Hollis, U. S. Office of Education, who stated that there are between thirty and thirty-five thousand foundations in the country today with total assets between six-and-a-half and seven billion dollars.

Witnesses for the foundations included F. Emerson Anderson of the Russell Sage Foundation; William Myers, Dean, College of Agriculture, Cornell University; General James Simmons, Dean,

School of Public Health, Harvard University; Presidents Henry F. Wriston, Brown University, and Frederick Middlebush, University of Missouri; and Vannevar Bush, President of the Carnegie Institution of Washington, who was war-time director of the Office of Scientific Research and Development.

Dr. Bush pointed to the scientific achievements made possible by such foundations. He said that private initiative has made this country great and private philanthropy has made the foundations possible. He urged that they not be handicapped with unnecessary government regulations, concluding, "I fear federal control much more than the control of private foundations."

President Middlebush testified to the "tremendous importance" of foundations in providing "risk capital" for vital educational experimentation.

The scope of scientific research subsidized by foundations, industrial and public concerns, as well as government agencies, is indicated in the announcement by the American Council on Education of the appointment of a Committee on Institutional Research Policy which will study the entire area of sponsored research. Virgil M. Hancher, State University of Iowa, is Committee Chairman.

There are now, according to the American Council, some twenty or more federal agencies subsidizing research projects in higher institutions of learning at the rate of more than a hundred fifty million dollars a year. "It is becoming clear that these vast funds for research are having

significant effects often unrecognized," according to the Council. The extent of over-weighting in favor of scientific studies is indicated in the fact that the proportion of an institution's annual income from sources which subsidize such research ranges as high as 69 percent of the total.

An epoch-making step was taken in Washington this month when competent and influential groups in the field of education itself created a voluntary agency to uplift the quality of teacher education. The agency, known as the National Council for the Accreditation of Teacher Education, is composed of twenty-one members who represent universities and colleges, state departments of education, classroom teachers and administrators, and boards of education.

Chairman of the new Council is Waldo E. Lessenger, Dean, College of Education, Wayne University, Detroit. Among the goals set by the Council is national recognition of teaching as a major profession and the provision in all institutions preparing teachers of programs and facilities which will insure professional competency.

Groups associated to form the Council are: American Association of Colleges for Teacher Education, National Association of State Directors of Teacher Education and Certification, National Commission on Teacher Education and Professional Standards, National Council of Chief State School Officers, and National School Boards Association.

President Sarah C. Caldwell, National Education Association, was appointed member of the U. S. Delegation to the Seventh General Conference of UNESCO which is now in session in Paris.

New members of the Educational Policies Commission: James B. Conant, president, Harvard University; L. Frazer Banks, superintendent of schools, Birmingham, Alabama; Franc L. McCluer, president, Lindenwood College, St. Charles, Mo.; Eva Ott, principal, Crocker Highlands School, Oakland, California.

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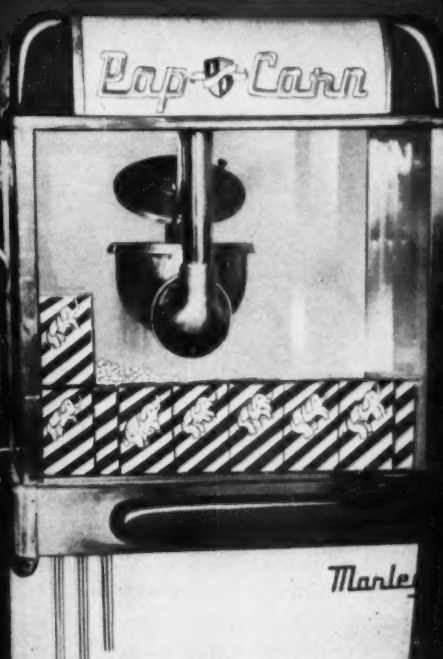
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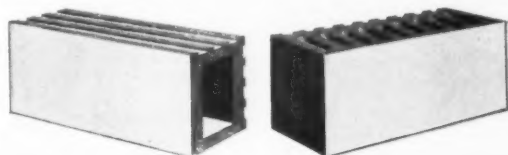
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The School Executive



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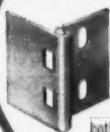
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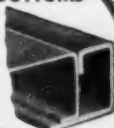
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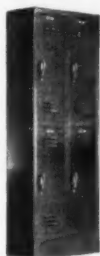
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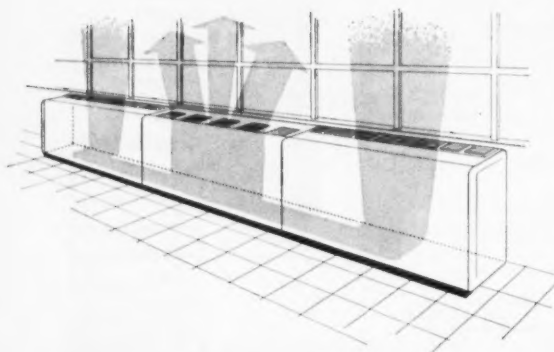
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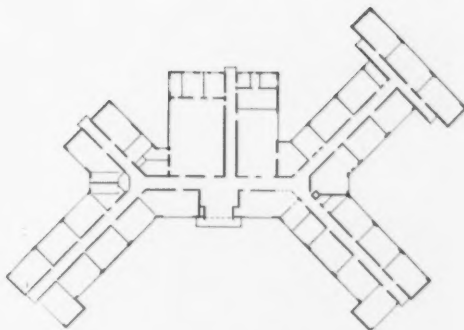
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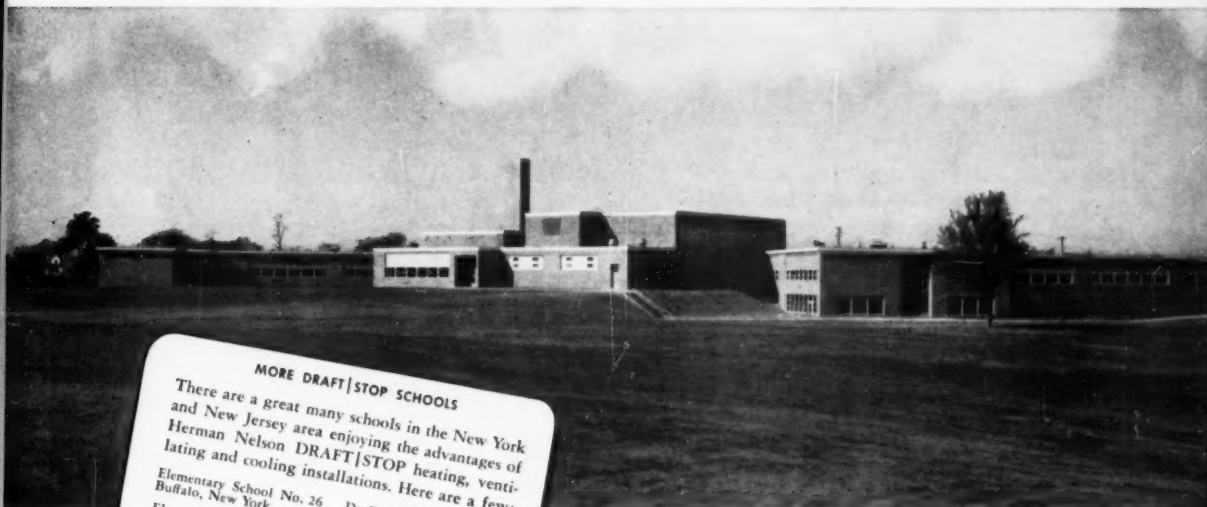
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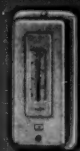


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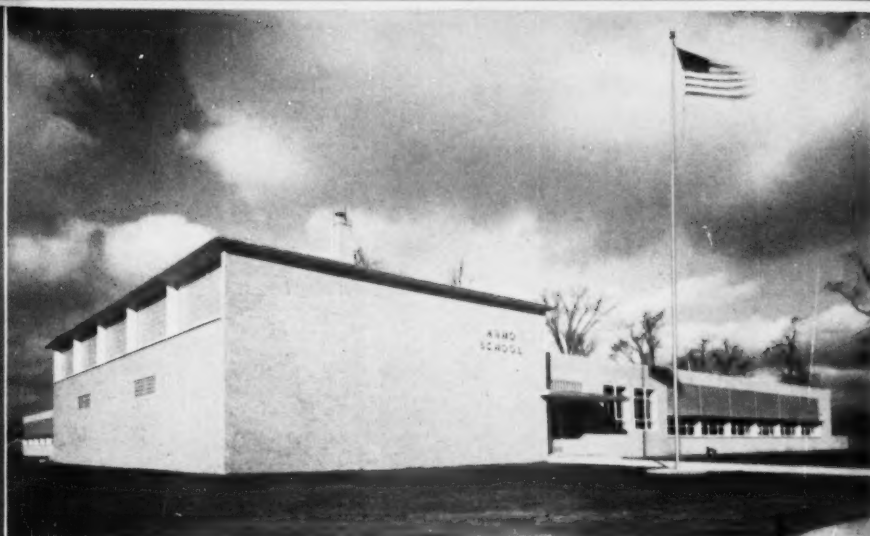




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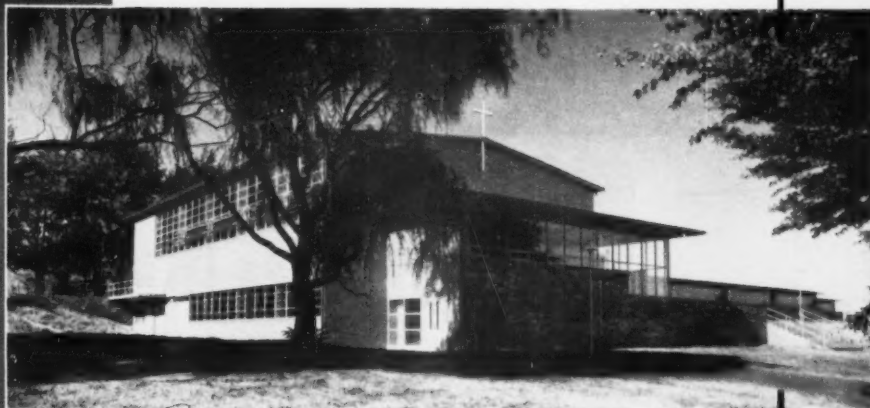


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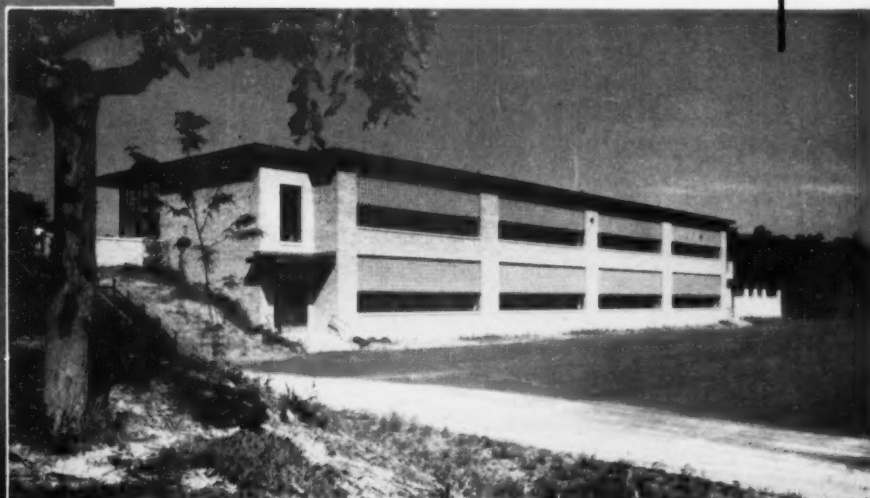
Above: Arno Elementary School, Allen Park (Detroit), Mich.
Architects & Engineers: Eberly M. Smith & Associates, Inc.
Contractor: Page Plumbing & Heating Co.



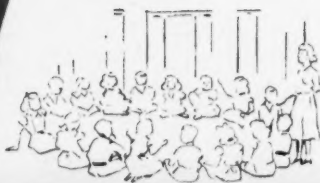
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St. Therese of the Child Jesus Parochial School, Philadelphia, Pa.
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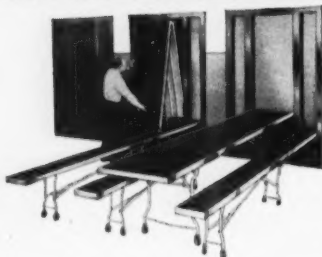


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SCHOOLS

and
community
improvement

outline of contents

- Materials, Methods, Acknowledgments . . . is just that—it notes the material we have, how we obtained it, and those who helped.
- As I See It (the editor's page) . . . reviews the basic premises concerning school-community interaction which condition the material that follows.
- Background . . . traces the changing role of the school in the community and provides a useful frame of reference.
- Use of School Plant . . . demonstrates that a community-oriented school system makes many new demands on its buildings.
- Involvement of Personnel . . . cites philosophy and practice on community use of the concentration of specially trained citizens constituting the school staff.
- Involvement of Youth . . . backs up with case studies the view that youth can work in and with the community instead of merely studying it from a distance.
- School-Community Interaction . . . shows integrated use of the three major resources the school can offer to the community—Plant, Personnel and Youth.
- Residue in the Test Tube . . . is, as its name implies, the results of an analysis of the important elements in the preceding material.
- The Play . . . points up in dramatic form the human and personal aspects of community improvement.
- A Look Ahead . . . takes a look at the school's future role in community improvement, as indicated in the material assayed in the issue.
- Bibliography and Contributors . . . lists men and materials interested readers may refer to for additional information.

Materials . . .

Methods . . .

Acknowledgments

SCHOOLS achieve their full stature in service to the public when they act to bring about improvement of their communities. The January, 1953, issue of *THE SCHOOL EXECUTIVE* is focused on those schools of the nation which are working to further community development through active programs.

We recognize that the concept of the role of schools in community improvement has many interpretations. We know that some existing programs are inadequate, that others are still ideas or just getting under way.

We believe that the improvement function is an important one for schools and warrants recognition and consideration by laymen and schoolmen alike. *THE SCHOOL EXECUTIVE* presents what is being done by various schools of the country to stimulate and carry out community improvement programs. We have collected, prepared and interpreted a large number of current practices. Superintendents of schools and their staffs and citizens in scores of communities have provided us with information.

Sources of Material

A COMMITTEE of the faculty in the Department of Educational Administration at Teachers College, Columbia University, under the chairmanship of Dr. Daniel R. Davies, has collaborated with us in the study of the problems. Teachers College also sponsored a one-week workshop in the late summer of 1952. The workshop was attended by fifteen invited representatives of school systems which are experimenting with community improvement. The practices in the fifteen school systems were presented and discussed; issues and problems were enumerated, and proposals were made for their further study and ultimate solution.

Also in preparation of this special issue, letters were mailed to more than 7,000 school administrators informing them of our interest in the activities of the school and the school administrator in community improvement programs. More than 400 responses were received telling us of local experiences relative to such programs.

We then wrote to these 400 educators requesting a report of their local programs of school participation in community improvement. Approximately 60 reports were received and several of these communities were visited.

Publications and studies were drawn upon from such sources as the Joint Council on Economic Education, the "Build Freedom with Youth" contest entries, the Coop-

erative Program in Educational Administration, the Citizenship Education Project, the Business-Industry-Education program, and various labor and industrial agencies.

A great deal of raw material has been sifted to obtain evidence of importance. Our interpretations and analyses have been applied. We are centering attention on this evidence and call it "the residue in the test tube." Careful study and research must be given it, for this evidence will be the key to future activities of the school in community improvement movements.

We are convinced that when such improvement programs are carried on with vision and courage, the schools will assume their true roles in the community, and all will derive the benefits of a better way of life.

Acknowledgements

THE SCHOOL EXECUTIVE is indebted to a great many people and organizations in the preparation of its January issue. We are particularly indebted to the superintendents of schools, members of their staffs and lay citizens who in scores of communities have supplied us with materials, answered questions, and provided other information.

We wish to thank the Michigan State Department of Education and especially Edgar L. Grimm and members of his immediate staff; the Department of Education and Administration, Teachers College, Columbia University, John K. Norton, Director; and the special committee of that faculty consisting of Daniel R. Davies, Chairman, Paul Essert and Frank Cyr. As mentioned above, in addition to cooperating in the planning of the issue and providing information, Teachers College sponsored and financed a special one-week workshop in August, 1952, attended by 15 selected superintendents of schools who had going programs of community improvement. Teachers College also made available the services of Max Wolff, a staff associate, for consultative purposes throughout the preparation of the issue.

The editor is especially indebted to two members of his staff: Vincent J. Rothenich, presently a teacher at Carlsbad, New Mexico, who worked throughout the past summer on materials for this issue; and Karl T. Hereford, on leave from the Fayette County, Kentucky, Schools and serving this year as an intern in our company, who accepted heavy responsibility for the organization and preparation of the materials contained in this issue.

The Editors' Perspective

IF this special issue on "Schools and Community Improvement" is to be meaningful and useful, it seems desirable for the Editor and his associates to provide a frame of reference for the materials which follow. In the first place, we accept the fact that the school is a member of the family of agencies within a community. To be a good member of a family there must be acceptance of the obligation to contribute unselfishly to the common good. A good member of a family knows how to work with other members and is willing to do so in order to reach accepted common goals. We believe the material in this issue shows the similar interdependence of all the agencies which comprise a given community's family of agencies.

The school is unusual among agencies in several ways. It devotes its entire energy to educational goals, and it is the agency which accepts **particular responsibility** for the formal educational development of all the people of the community while striving along with other agencies to aid the community directly to improve itself. The school is the one agency in a community which need not recognize the demands of the vested interests. A most distinguishing characteristic of the school is its continuity. Many agencies aim to put themselves out of business—for example, hospitals to eliminate ill health; the police system to eliminate crime—but the job of the school, in its very nature, can never be finished. Its role is positive, not negative.

NOW a word about communities. As we see it, a community has a constantly changing sphere of influence. Legally a community may have fixed geographical boundaries for certain governmental purposes, but for other purposes and roles the boundaries are both expandable and contractible. For our discussion we shall consider *community* as the area affected by a given school system. We believe that all communities are similar in that they have the same types of resources. These resources consist of people, natural and physical resources, and various kinds of social organizations. Our view is that communities are improved to the extent that their resources are improved. We believe that improvement is impossible if attention is devoted solely to one type of resource. Improving the soil, for instance, without at the same time improving the people who live on it, is futile if the aim is real growth. That is possible only when effort is directed simultaneously and continuously at all the resources.

We would emphasize that it is our belief that the

growth and development of the individual is basic for any community improvement, at the same time recognizing the interdependence of the individual and the community. Briefly, the growth and development of the individual are substantially dependent upon the growth and development of other individuals, and upon the improvement of the other kinds of resources—natural and physical, and social. Individual, social and physical development must complement one another. There must be continuous interaction between the individual and the total community. The nature of a society, including its physical resources, affects the nature and character of the individuals who compose it, and they, in turn, react on the society. It can be seen, then, that **community improvement** is a comprehensive and ever-continuing process. There can be no final goal, but the continuing process leads us on in our constant endeavor to attain higher and still higher levels of individual and group living.

TO recapitulate, in this special issue of *THE SCHOOL EXECUTIVE* we seek to present evidence that schools should and can help to bring about **community improvement**. We accept the following premises: The school is a member of the community family of agencies. The major task of the school is to help improve its own community. The program of the school is found in doing what is necessary to improve the three kinds of **resources** all communities have—people, social organizations, and natural and physical resources. To achieve real and lasting results, all resources must be improved. The growth and development of the *individual* is basic to community improvement. Such improvement on the other hand is dependent also upon improvement of the environment in which the individual finds himself. We agree with Hartford, "As the best society upholds individual worth and the essential dignity of human personality, so individualism can reach its finest flower only in such a society." So community improvement requires the interaction of the individual with all other individuals and agencies. Likewise, the school must work as a member of a team of agencies all concerned with a common goal. We believe it has a unique responsibility to serve as a catalytic agent which keeps all other agencies and individuals actively at work at the job of community improvement.

In the pages which follow you will find descriptions of pioneer programs which are pointed in this direction. We are sure you will find them as stimulating and inspiring as we did.

The Changing Relationship of School

TO UNDERSTAND the relation of schools to community improvement involves a knowledge of the changing role of the school in American life and the changing nature of our society, as well as an acquaintance with some of the efforts which have been made in recent years to involve the school more actively in the process of community living and its problems.

The concept that schools should help improve their communities is not new; it has been with us from the early beginnings of schools in America. It is true, however, that today more than ever before people look to their schools to help make their communities better. Undoubtedly this attitude has been intensified by the rapid and complex growth of most communities with all the problems which accompany such growth.

Prevailing concepts of education naturally condition the type of program through which the school seeks to improve communities. In earlier times, it was generally accepted that if a person absorbed enough facts he was "educated"; the corollary was that an educated citizenry *per se* guaranteed a good community. So community improvement was a guaranteed by-product of the school's job of educating—all it had to do was teach sufficient knowledge and, *presto*, the community would be better. The sad awakening came when it was gradually understood that knowledge alone, regardless of amount or kind, improves neither the individual nor the community.

THEN CAME at least partial acceptance of the idea that learning is concerned with the whole organism, and that consequently the school has to consider in its program physical, social and emotional development as well as intellectual growth. This concept had important implications for community improvement; it certainly broadened the task and program of the school. However, the view persisted that community improvement depended solely upon the improvement of the *individual*, and, therefore, that community improvement might

be achieved in isolation from the community itself.

Of course improvement of individuals cannot, of itself, improve the community of which they are members. Unless individual improvement is coupled with improvement of the community's natural, physical, and social resources, it can effect little change. Community improvement is dependent basically on the involvement of all people and forces in the community in the common work of making it better.

Next a new idea was bruited about and received rather enthusiastic reception. It was that pupils could benefit from observing the agencies and businesses of the community and learning about them "on location." So schools began to take pupils to public buildings and through local business and industrial plants. They did more. The schools invited representatives of business and industry and civic life to come to the school and tell pupils about their work.

STILL ANOTHER development which undoubtedly is a step toward schools improving communities is the accelerating educational program for adults.

We wholeheartedly endorse all such activities. They certainly are steps ahead—long steps. Nevertheless, the emphasis in these types of procedures is on learning *about* a community. Little, if anything, is done to involve the students and school staff as participating members in community decision and action.

The impact on the schools of an increasingly complex community life has been great, but not as great as it should be. Today's communities are very different from those of 200, 100 or even 25 years ago. America's schools began in communities which, judged by life today, must be called extremely primitive. Today's schools have an entirely different physical and cultural environment, and it follows that programs and procedures must be greatly different from those of the schools of yesterday if they are going to be meaningful and effective.

and Community

● As concepts of an "educated man" expand, the

school functions in an ever-widening area.

The difficulty has been to adjust thinking and function and program and procedure to this ever-changing situation. The observer finds what one would expect: by and large the school lags behind the needs of its community. There are, however, some hopeful signs.

Let's look at several experiments of recent years in using schools as instruments for community improvement.

The Secondary School Principals Association, in cooperation with the Better Business Bureau, has been active over the past ten years in providing realistic materials now widely used in secondary schools to teach understanding of the business and economic facts of life in America.

The Tennessee Valley Authority and state and local representatives have attempted to translate some of the pure research which ordinarily gathers dust in government archives so that it could be understood and used by the average child and adult.

The Southern States Work Conference conducted a three-year study on what it called "resource-use education," which attempted to show how the resources of a community could be used to vitalize the work of the school. It also discovered that the schools could do much to improve many of these resources. The study has resulted in the formation of statewide committees in twelve southern states, in the development of considerable bodies of materials used in schools, and in the establishment in several state departments of education of an agency to stimulate the movement and to help local schools to be effective in their programs.

The W. K. Kellogg Foundation has been instrumental in promoting experimentation in securing greater integration and coordination of community agencies, including schools.

The state of Michigan under the stimulation of Lee M. Thurston, state superintendent of public instruction, and with the financial assistance of the Kellogg Foundation has promoted what they call community schools.

Some 80 school systems in that state have been experimenting with various types of programs for the past several years, some with notable results. All these programs have had as their central aim the improvement of the community.

One of the earliest experiments and one of the best known is the Holtsville, Alabama, project. The school in this community for more than fifteen years has centered its program directly on improving and serving the community. Certainly some of the results are amazing. They point up possibilities for further study and experimentation.

KNOX McCLAREN of George Peabody College for Teachers conducted research which sought to discover those schools in southern states which were directly concerned with community improvement. He found some 300 such schools and made intensive case studies of twenty-two of them. Again, results demonstrated marked improvement, even though in the majority of situations the emphasis was on improving natural and physical resources.

Data revealed by THE SCHOOL EXECUTIVE's National Competition on Community Improvement in 1951 (see SCHOOL EXECUTIVE for March, 1952), and its survey in 1952 show that in many communities schools are trying to use at least a part of their program for community improvement. It may be unusual to find a clear-cut, well thought out program in detail, yet enough is being done to show a greater alertness to and acceptance of this function of the school. Undoubtedly much progress will take place in coming years. There will be better understanding of the function and purpose of the program. Personnel will be more competent, better procedures will be discovered and refined. There will be greater acceptance of the underlying idea, and hence a more vigorous demand that schools accept the function of aiding in community improvement as their principal, if not their only, task.

Wanted: Plants to Work A 100 and 40-hour Week

Study groups and cultural groups, social, political or parents' groups, youth groups and old-timer's groups — almost any community can count these and more among the types of groups which have formed within it. They need space to meet, talk, study, fraternize. In any American community, space to make such social grouping effective is an absolute necessity. Recognizing this need, school buildings and facilities everywhere are being brought into use for community affairs. Schools belong to the community — they should be available to the community. In

some areas the school is the chief social and cultural institution. An example is the Barker Centralized School District in northern New York state. Directed by Superintendent Milford Pratt, it serves a highly decentralized population of about 5,000. The board of education recognizes the school as a natural center of the community, and authorizes maximum use of buildings and facilities for community projects. Adults use shop and classroom space for adult education programs. A school farm, comprising some 100 or more acres, serves as an agricultural experiment station for farmers. The gymnasium is employed for many school-community functions. A chapel, built by the school, offers non-denominational religious services. Once each year a community fair attracts nearly 10,000 people from surrounding areas. A landing strip built by the school handles private air traffic and serves as headquarters for a community-wide airplane crop-dusting program.

Community Use of School Plants

Most school systems have not advanced to Barker's stage of providing special facilities or of making school facilities available for community use. More typical is the employment of auditoriums, libraries, cafeterias, and gymnasiums for parent or other school-affiliated group meetings. A few rural communities have special facilities.

At Heath High School, McCracken County, Kentucky, for example, a student-constructed Future Farmer building houses a weekly community play-party.

Superintendent Clay Doyle reports that similar use of facilities exists in Weimar, Texas. Community group life is becoming centered more and more at the Weimar school. Several organizations meet there regularly for business, social and recreational purposes. The Weimar Chamber of Commerce holds its regular monthly meetings in the school lunchroom. On a single occasion seven community groups totaling more than 700 persons met in various places on the campus.

Needs in Larger Communities

In larger communities the need for such services is not as evident. Usually there are many different agencies of which the school is only one. Many times a competitive situation will arise when several agencies vie for community support. Social and cultural needs of such communities are met in a variety of ways. Even so, groups within large cities require housing which the school may furnish. Where schools serve a neighborhood section, the same services may be offered as in small communities. Some school systems will provide separate centralized facilities for community groups. In Schenectady, New York, adult education classes, citizens groups,

and various non-school agencies make nightly use of a materials room of the board of education offices, where reference material on a variety of subjects is available. Niagara Falls, New York, writes that it is constructing a fifteen-room adult education building.

Use of Plant Determines Design

With an upswing of the school's interest in the community, some current construction is being affected. Community use is becoming one of the functions determining building design. Superintendent G. L. McGuire at Kermit, Texas, reports:

"Even with night classes in full swing in the Kermit schools there is always room for special groups who do not need faculty help. Regardless of the size of the group and whether or not they want a meal served, there is **always** the right spot available somewhere in the sprawling plant.

"The large auditorium, part of the new high school plant, is available to the public at all times. The newest cafeteria, one of three in the system, was deliberately planned for community as well as school use. There is also a cafeteria lounge for talk and study sessions. Instead of the traditional long tables, formica-top tables seating four were purchased so that the cafeteria could be used for a variety of meetings and dinners. It also serves as the youth center during the summer and accommodates school parties during the school year.

Planned for Adult Use

"The board of education felt an obligation to help in community improvement, and classrooms in the new high school building were designed so that adults might also use them for meetings and work. The new auditorium was planned for use by the symphony orchestras, and the speech room was equipped for viewing of films by the community."

Says Superintendent Mark W. Bills, of the Flint, Michigan, schools:

"When voters of Flint, Michigan, passed a \$7,000,000 bond issue in 1950 to build four new elementary schools and expand several other plants, they vindicated the philosophy of the board of education that schools should be not merely school houses but community houses with educational and recreational benefits reaching people of all ages. The new Freeman School can be used the day 'round and the year 'round. The building is designed to accommodate large or small groups. By cutting off corridors with accordion-like wall gates, the library, or the gymnasium alone can be used—without opening other parts of the building.

Plant Includes Community Room

"The school has a community room which is used as an audio-visual room during the school day. It has stoves, cupboards, a refrigerator and comfortable furniture. PTA meetings, Child Study Club gatherings, teacher and parent teas, and neighborhood conferences there are pleasurable, friendly affairs. The arts and crafts room is used by children and adults for painting, ceramics, leatherwork, sewing, wood carving.

"Three more schools will be completed within the next two years. Also on the drawing boards is a community college. All of these buildings will be patterned to community needs."

These practices serve to illustrate how school buildings and facilities are being made available for community use. It is evident that the growing awareness of the necessity for using school buildings for extra-school activities is at different levels of reality. However, from the highly organized Barker, New York, community use projects down to the lesser levels of activity, there is a recognition that schools *do* belong to the people, and can be used for their benefit.



▲
The school is the natural center of the community.

Plants must be adapted to new teaching methods.



▲
School shops are used for adult education classes.

Sharing the Reservoir of School Staff Resources

By nature, school people are joiners. School staff members, in their capacities as citizens, join many organizations which help improve the community. It is not surprising, therefore, that the documentation of ways in which school personnel help improve the community is one of the larger sections of this special issue. The school staff is usually encouraged to participate in community affairs. Many boards of education and superintendents establish this as a matter of policy. One superintendent states, "In selecting teachers and other staff members for our

system, we look first for their interest and ability to serve as a citizen in our community, and second for their qualifications to work with the youngsters in the school."

Participation In Community Affairs



SOME SUPERINTENDENTS set outstanding examples for other members of the staff. For example, in the rural community of Stephenson, Michigan, Superintendent Joseph B. Gucky devotes much time to his position as executive secretary of the community improvement organization. In the small mill town of Lyons Falls, New York, the supervising principal of the school serves as executive officer of the community rehabilitation organization. In Aberdeen, Mississippi, Superintendent A. A. Roebuck is president of the chamber of commerce which

sponsors the Aberdeen Investment Program, a rural development project. In Fall River, Massachusetts, the superintendent is a mediator in labor-management relations.

Some school administrators assert that the services they perform outside the schools cannot be dissociated from those within the schools. A great proportion of their staffs perform similar services in the community—attesting to the fact that school work is becoming community work, and community work is becoming school work. Examples of staff participation in community service are found in many communities.

Baltimore Public Schools

THE SCHOOL SYSTEM in Baltimore, Maryland, has started a systematic study program to enable its teachers to familiarize themselves with both city-wide and local community problems. Since 1946, teachers have been expected to learn more and more about their physical environment, the ethnic groups composing the city and school population, religious affiliations, economic status, social and cultural factors pertaining to the population and information about business and industry in the Baltimore area.

Increased cooperation between the Baltimore public schools and other city agencies and authorities has resulted from this in-service training program. Joint proj-

ects with the health department, traffic division, police department and real estate boards—among others—have brought about improved safety, better health and sanitary conditions, improved housing, recreation facilities and the like.

Teachers serve as consultants for many community enterprises. Speakers bureaus composed of various faculty members are increasing in numbers. Community recreation programs often involve school athletic and physical education instructors.

Working For The Community



ANOTHER WAY in which school systems attempt to aid in community improvement is in the various services they perform. Besides welfare services and routine education functions for the children, school districts maintain extensive adult education programs. More than 10 percent of the local projects reported are adult education programs. These vary from formal offerings of course material to elaborate programs based on community needs. Some are aimed at up-grading skills of workers in the community, others at raising the cultural level of the community. Some are based on the needs of the various agencies in the community; others aim at raising the educational level of a particular segment of the community population. Several programs are school sponsored and financed. Others involve members of the community as instructors or advisors.

General adult education programs are a leading factor in helping to improve the community in Niagara Falls, New York, where over 18,500 people were enrolled in 1950-51; in Cedar City, Utah, which features family life institutes and rural life and education conferences; in Virginia Junior College, Virginia, Minnesota; in Hazelton, Pennsylvania, which conducts art classes; and in Peekskill, New York, where 40 courses in the educational, social and recreational fields are offered.

Port Arthur, Texas

AN ILLUSTRATIVE PROGRAM exists in Port Arthur, Texas. The director of school-community relations, Paul Hensarling, writes:

"In 1951 we held a meeting to determine whether or not there was community interest among the Negro residents of Port Arthur. Two hundred and twenty-three attended. We proposed to stimulate participation in community life among these people with an adult education program.

"Enrollment night was one of confusion and elation. The response was much greater than anticipated. All of the people had been out of school for a long time and had little idea of what they would like to do beyond picking up where they had left off. At last, the Lincoln Adult School was officially open for class work.



This 37-year-old man, who missed his chance for education in early life, advanced from an illiterate to fourth grade level in one year in the Port Arthur adult education program.

"The academic program includes grade levels from one through twelve and the freshman year of college. The faculty consists of fourteen teachers and a supervisor. One person in the central administration of the public school coordinates the program.

"The school meets standards required by the Texas Education Agency and is fully accredited. Students graduating from the school receive diplomas. The school is operated on a cost basis with the students paying approximately 25 cents per student hour. Classes are held four hours each night Monday through Friday. Student advancement is determined by the usual methods including standardized achievement tests. Students in the elementary grades may advance a grade each three months, those in the high school a grade each six months. College classes are taught by extension from the Texas Southern University of Houston.

"Training for citizenship and participation in community affairs is emphasized in the curriculum. The adult school joins the public schools of Port Arthur in projects for community betterment. The school has its own softball team in the community league, sponsors community programs of a cultural nature, and participates in observance of holidays, American Education weeks, public schools week, and business-industry-education days."

Adult programs which meet immediate community needs for skilled labor exist in Barker, New York; Contra Costa Junior College, California; and Fall River, Massachusetts.

Fall River, Massachusetts

THE FALL RIVER STORY, as reported by its superintendent, William S. Lynch, tells of a reversal of traditional social

Involvement of Personnel

roles within the community. Women could find work in the needle trades industry; men could not. As a result, Fall River was often referred to as a woman's town. The unemployed men attended to domestic chores, including the rearing of children, or passed the time in local bars, while the women were gainfully employed. "This reversal of traditional social roles created tensions," wrote Mr. Lynch. "Men began to feel that the only solution was migration to centers of heavy industry. At the same time, shop owners, faced with help shortages, began to think of moving their factories to other locations. When the threat of population loss and shop loss became grave, the full importance of the existing social, psychological and economic evils reached the thinking of the civic leaders, and a strong effort was made to secure assistance, even from national sources. When various solutions failed, the school brought its needle trade project to the attention of the community.

"In an established garment center, it was natural that the social tradition which assigns the running of power machines and all sewing activities to women would be questioned. It occurred to the school that there was nothing in sewing shop work, except traditional attitude, which bars men from it. Garment work for men seemed to be merely the extension of the activities of a tailor to less durable materials. It appeared that if the psychological block could be removed, much good could be accomplished.



The Missouri Valley, Iowa, adult education program includes driver education. Planned from a community survey, the program is promoted by civic organization representatives.

"To consider the idea, a meeting was called in which civic leaders, union and industry representatives, employment office personnel, city officials and school representatives took part. This grew into a series of meetings.

"The local newspaper provided publicity. The department of research of the International Ladies Garment Workers Union worked out basic operations to be taught during the training period. The garment industry provided the necessary machines. Both the state department of education and the Federal Government contributed to the cost of operation. The Fall River schools provided housing, supervision and teaching personnel. The employment office agreed to channel suitable candidates into the program. When registration for the training course opened some 800 men enrolled. The course was set up to run each afternoon for three to four weeks, and is conducted throughout the year. All successful trainees are guaranteed jobs within the industry. Since all candidates are required to pass a mechanical aptitude test, it is expected that the number of failures will be small and that the flow of men to waiting jobs will be a continuous one."

In Flint, Michigan; Missouri Valley, Iowa; St. Cloud, Minnesota; Schenectady, New York; and Orange Coast College, California, detailed programs are in effect. In Missouri Valley, Iowa, a committee composed of representatives from all civic groups was formed and by-laws adopted to promote interest in the adult education program. The program was established upon the findings of a community survey.

Schenectady, New York

ONE HIGHLIGHT of the Schenectady, New York, adult program is the effort to help improve social and cultural resources of the community. From time to time, various social and welfare agencies in Schenectady call on the personnel of the adult program to assist them in developing their programs. The personnel then serve as resource people, conducting necessary research and helping outline the agencies' program. Church groups, women's clubs and other social groups often call on the adult program personnel for such assistance.

Another aspect of the program is its leadership training program for the many hundred community group leaders. Adult education personnel provide in-service training in leadership skills to any agency whose officers would like the training. In addition they have conducted a city-wide leadership skills conference in which the officers from various community agencies have participated.

Orange Coast College, California

SIMILAR EFFORTS to make existing community groups more effective are in process in Orange Coast College, California. Their director writes:

"Many of our courses are those traditionally found in an adult offering. That is: sewing, tailoring, typing, shorthand, accounting, mathematics, foreign languages, wood shop and several crafts. While no claim to uniqueness is made, several courses not usually found in adult programs have been created. For example, fire fighting. In addition to the municipal fire department, Orange County is served by 29 rural fire departments whose volunteer members are civic-minded citizens willing to risk life and limb for the benefit of their communities.



Stephenson, Michigan, high school facilities are utilized for a sewing class in Stephenson's adult education program.

The local volunteer fire chief is usually unable to find men skilled in fire fighting; it is this need of training for which Coast College has been able to provide assistance. Aided by a committee of selected fire officers, the college staff has designed an appropriate training curriculum, and experts recommended by the committee have been employed to give the volunteers basic training.

"Similar courses are offered in real estate, insurance law and practice, petroleum exploration and ceramics production methods. In addition to these in-service training courses, instruction is available in lip reading for the hard-of-hearing, driver training, enrichment of living (a course to help the aged meet their problems), aptitude testing and vocational counseling, international trends, dramatics, symphony band and mixed chorus."

In Wilcox County, Alabama, teachers are paid to attend planning workshops. The workshop sessions have developed a series of community services and activities. A summer recreation program, a community swimming pool, a youth service center, a rest center for Negroes, and a county fair are among the achievements of these school planning groups.

The school program of Endicott, New York, though still traditional in many ways, is assuming greater responsibility for the education and welfare of local citizens. There is a full time director of adult education who works with an advisory committee. The committee deals with Americanization, civic education, home and family life, distributive education and industrial and technical education. Through this adult education program, citizens are maintaining an interest in their public schools.

Contra Costa Junior College, Martinez, California, conducts tuition-free community service programs for adults over eighteen years of age. Most classes and workshops are held at night, and some bring the college directly to the people with off-campus sessions. More than 13,000 adults have taken advantage of the opportunities to continue their education in vocational, homemaking and cultural skills.

A Rural Life and Education Conference held in Heber, Utah, was an opportunity for various groups of

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the area to plan action programs of improvement. The adult groups developed an adult education program in which the high school faculty and many agencies and groups would cooperate. Public forums, health, business, homemaking, vocational agriculture and music courses were set up as a challenge to the high school faculty and the local district administration.

Working With Community To Improve Schools

THERE IS GREAT emphasis placed on the public relations value of working with the community on such school projects as planning new buildings, passing bond issues, developing school budgets and planning programs. These projects usually involve school personnel and one or more community groups such as the PTA; local councils for education; industrial, labor or agricultural groups; chambers of commerce and civic clubs. A true working together is often attempted and sometimes achieved. In view of the fact that a large, if not the largest, proportion of the community population has little or no direct interest in school problems, it is not surprising that efforts to rally the community about a self-interested school have not been outstanding successes. By and large, the impetus for such cooperative projects stems from the school. In a few situations the impetus for action comes from various community groups.

Examples of cooperative staff-community group efforts to improve the school fall roughly into the following kinds of projects: meeting school building needs; improving school-community relations; improving the school program; and providing services for youth.

Staff & Community: Meeting School Building Needs



SCHOOL-COMMUNITY group cooperation is found in Springfield, Oregon, where under the pressure of a rapidly increasing pupil population a consolidation program was enacted; in Wilksburg, Pennsylvania, where the schools worked with the Pennsylvania Economy League to plan and carry out an extensive building renovation program; and in Clarence, New York, one of the so-called "second ring suburbs" of Buffalo.

Clarence, New York

IN CLARENCE, NEW YORK, the population has increased rapidly. The majority of the new folk are young married people with small children. In order to accommodate

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the increasing pupil population, a central school district was formed by consolidating three small village schools. The new board of education planned a school building program which met defeat. The board then decided that the people of the district needed to understand the problems facing the school board. Four approaches were set up to disseminate information through the new district: working with community groups; an extensive adult education program; open meetings; and a citizens advisory committee on building needs.

In spite of the many existing community groups it was found that only a small percentage of the people belonged to any one group. Work with PTA groups resulted in increased membership, and two new PTA groups were formed to reach more families. The newly organized adult education program brought into the schools many families who had previously shown no interest. Open meetings were held on school building needs but poor attendance made success limited. The citizens advisory committee was very successful. As a result of the board's work with the community a bond issue was voted for a new high school building.

A similar experience occurred at Allegan, Michigan, where, after the failure of the voters to approve several proposed bonding issues, the school began working through the Allegan Community Council. With the Junior Chamber of Commerce spearheading the campaign for acceptance of the board of education's revised proposition, several community groups, especially the PTA, launched a successful drive for the erection of new elementary schools.

College Station, Texas

AT COLLEGE STATION, Texas, the A and M consolidated school system relies on the community to supplement tax revenue. Tax collections are good, but a major portion of the land in the district is state-owned for use by Texas A and M College and therefore tax exempt. There is very little business and industrial property to be taxed, farm land is poor and unproductive, and residences of college employees are the chief sources of revenue. Thus it has been necessary for school patrons to use varied methods for financing the type of school they want.

The Mothers and Dads Club, in which nearly all students' parents are active, aids school finances by annual fund-raising activities. Support for special activities comes from service clubs and community organizations. The Chamber of Commerce regularly budgets appropriations for school library books. The Campus Study Group, an organization of college faculty wives, is actively interested in building school library facilities. All funds raised by the 3,500 people of College Station are turned over to school officials with no strings attached. The school and the community worked together on the problem of building two new schools. Since the present tax structures do not permit sale of more bonds, the problem for the community is to raise \$350,000 for additional classroom space.

To date, College Station's Citizens Committee on Education has published a brochure outlining needs, and has organized a ward system to contact all residents and

convince them of the need for buildings. Initial response to the campaign indicates that there is little or no opposition to the expansion program, which will double present assessments. Superintendent L. S. Richardson writes, "This spirit of cooperation, of enthusiastic support, anonymous in spirit in that no one individual is outstanding or claiming credit, has brought a vast amount of teaching aids, schools facilities and equipment that many schools with several times as much local revenue do not have."

Lufkin, Texas

IN A SIMILAR SPIRIT of community cooperation, the people of Lufkin, Texas, volunteered to raise their tax assessments in order to raise two million dollars for a building program. A citizens committee spearheaded the campaign. Industries and large taxpayers in the district voluntarily increased their rendition (valuation) 25 percent the first year, and agreed to do likewise the next year.

This brought the tax income level to a point where the two-million-dollar issue could be underwritten. Individual citizens and smaller taxpayers followed suit. A "School Taxpayer's Honor Roll" of all individuals and firms voluntarily increasing renditions was published in the *Lufkin Daily News*. By the deadline for voluntary renditions, the increases covered more than 80 percent of the total tax valuations on the books, and two-thirds of the total property owners. The bond issue to be voted seems certain to pass.

Fair Lawn, New Jersey

SOMETIMES the more intense a public problem is, the more support is forthcoming. This was true in Fair Lawn, New Jersey, where for the last five years, approximately 600 additional children each year have had to be housed. According to Superintendent E. C. Grover, there had been no school construction between 1930 and 1951 except a 12-room addition to an elementary school and the erection of a 6-year high school in 1943 to accommodate 650 pupils. (It has housed 1,384 on part-time sessions this year.)

The board of education tried to meet the needs of the schools, but it found that the problem must be understood by the general public in order to gain sufficient support for solution. In June, 1949, the board arranged a "Dollar Dinner" in the high school cafeteria. The 174 attending citizens were separated into groups of sixteen with a trained discussion leader playing host to each group. After the dinner each citizen was asked to list what appeared to him as the most pressing need of the schools and, following a general discussion on how to meet these needs, to record the solutions he believed best for the problem he had listed. The problems outlined covered housing, finances, teachers, curriculum and instruction, public relations and transportation; the suggested solutions ranged from a three-shift school day to the collection of \$25 to \$50 from each household to raise money to build schools immediately.

The board of education invited citizens to join groups for further study and suggestions on a program for improving school services. The board also employed a school building consultant to develop a long range building plan. This plan, scheduling construction of school buildings for ten years in advance, was discussed with

citizens groups and finally published and distributed throughout the borough.

The first building project was for the construction of a 20-room elementary school and a 5-room addition to another building. Board members and citizen groups studied plans and addressed organizations relative to the pressing need for immediate additional housing. Enthusiasm ran high and the referendum for the new school passed 25 to 1, and the addition, 6 to 1. But the children kept on coming—600 per year. As 185 graduated from the high school, 300 entered the seventh grade and 624 registered in kindergarten! Catching up with this influx seemed hopeless since the board of education had reached the limit of its borrowing capacity. Something had to be done—and quickly.

"What—more money for more schools?," began to be heard from taxpayers. Opposition to increased expenditures for education began to mount. The board of education and the citizens groups, however, decided to place before the people a referendum for a \$1.2 million junior high school and another smaller elementary school. This school election brought out twice the number of voters, and the junior high school referendum lost by 75 votes and the elementary school lost by 235.

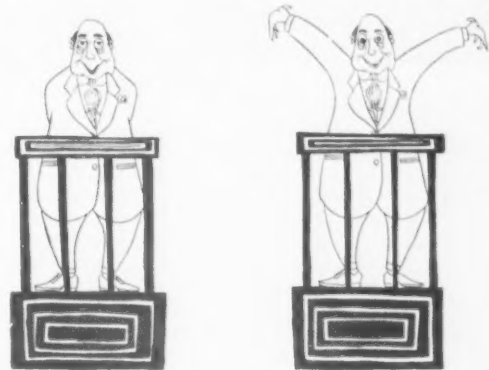
Fervor soon began to mount, however, and many citizens gradually organized and developed their own leadership. Two weeks after the referenda's defeat, 350 people had banded together for action. Their leaders appeared before the board and asked if it would re-submit the referenda if a petition with 5,000 signatures was presented. When the board stated it would consider the proposal, the 350 divided themselves into teams and soon presented the board with 6,000 signatures on a petition for re-submission of the referendum on school construction. This action gave new life to the board members and defeatism began to give way to hope.

During the next three months debates were restaged, board meetings drew record attendance, pro and con newspaper articles and editorials appeared, and each side published flyers giving its arguments. The main work

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was done by the voluntary citizens school committee of 350 who went from door to door presenting facts of the need for new schools. The opposition accused the citizens school committee and the board of education of overriding the expressed wish of the people in the previous referendum. And so it went until January 15, 1952, when citizens were to vote on the re-submitted referendum for the junior high school—the elementary school referendum having been dropped in order to concentrate on the school most needed.

On election day, 51 percent of the registered citizens voted and the referendum passed by 198 votes. The day



"Gentlemen the referendum passed by 198 votes."

had been won. Members of the citizens school committee immediately reorganized as a permanent committee to keep watch over the victories already won and to back forthcoming projects. This committee publishes a month-

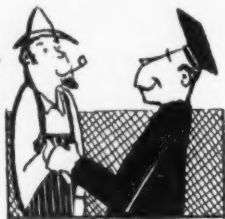


The first referendum for a new junior high school building in Fair Lawn was defeated; but through the vigorous efforts of 350 citizens who foresaw the need, the vote was again presented before the people and passed. (Arthur Rigolo, architect.)

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ly news sheet and runs constructive articles on the schools in every issue of the local press. It has already worked out plans to aid in the referendum for a 13-room elementary school to replace the 7-room school which was dropped from the previous referendum.

Staff & Community: Improving School-Community Relations



SEVERAL SCHOOLS work closely with other groups to interpret the school to the community. Examples of direct efforts to focus the community eye on the school are found in Wausau, Wisconsin, where an annual stunt night involving some 500 parents and public and parochial school teachers attracts over nine thousand spectators; and in West View, Pennsylvania, where the North Hills Joint Schools sponsor an educational council which aids in disseminating school information to the community. The Council is made up of presidents of the ten PTA's and Mothers clubs. A part-time public relations director has been employed by the board. In Cedar City, Utah, the Community-School Relationships Committee studies ways to better relationships between the two groups, and distributes information for either group. It is usually called into meeting by the county school superintendent or the college director.

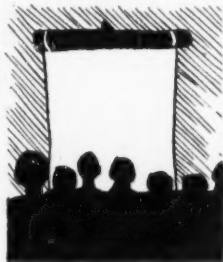
A number of Parent's Associations of Districts 45 and 46, Queens, New York City, wished to understand the newer concepts of education. Meeting with school personnel, they worked out a two-pronged program of parent education and human relations. Evening meetings for representatives from every parent's association were scheduled semi-monthly at a centrally located school. School administrators and qualified teachers spoke on such topics as the current educational program, arithmetic today, teacher training, guidance, school practices, responsibility of parents, and arts and crafts.

In Somerville, New Jersey, the board of education sponsored a meeting to help townspeople understand the educational policy and procedures. The participants at the meeting were divided into small discussion groups each with a lay chairman. At following meetings discussions centered on topics chosen at the first assembly. These questions were studied and organized into categories of the learner and business, the learner and education, the learner and the home, the learner and religion, and the learner and other aspects of community life. The townspeople next attended a panel hearing and discussion sessions chosen according to their special interests.

This series of meetings is being followed by trial neighborhood gatherings in homes of the community. This is in accord with a suggestion made during the con-

ference that public relations would improve if school personnel and the community met in local neighborhoods.

Staff & Community: Improving School Program



SOMETIMES SCHOOLS call on community groups to assist in the in-service education of teachers and to help solve school program problems. Occasionally lay people share responsibility with school personnel in planning the school curriculum. There is no evidence, however, which would indicate a general acceptance of lay persons in program planning. There is little evidence to indicate that there is a satisfactory definition of the role of the lay person in this area. The few examples found vary considerably in degree of lay involvement and in the specific areas of involvement.

One example, in a Louisville, Kentucky, elementary school, is a health program carried out with the aid of mothers of pupils in the kindergarten and first grade. They planned for and helped the visiting doctor, dentist and nurse in giving ear, eye and throat examinations and vaccinations. Parent committees worked on ways to develop traits of good citizenship in children both at home and in school.

On the assumption that successful practitioners from the field can offer counsel for program improvement not available elsewhere, Orange Coast College in Costa Mesa, California, has established advisory committees in each of its terminal major fields. These committees were created before the college opened. Many of the basic decisions regarding the type of offering needed to train young men and women for employment were made with the aid of the committees during this formative period. After four years of work with these committees it is felt that there is no better source for practical counsel. Committee members come to grips daily with the working level problems of their respective fields. Contact between communities and the instructional staff helps train students for jobs as they are, not as they were or as it is felt they should be. The instructional program is greatly enriched by contributions of advisory committee members. This arrangement provides trained personnel for business and industry and jobs for competent junior college students.

Joint Council on Economic Education

THE JOINT COUNCIL on Economic Education carries forward a program for the improvement of economic education in the public schools and teacher training institutions. It is a cooperative program which coordinates the interest and effort of colleges of education, economists, specialists in business administration, state departments of public instruction, city and county school systems, teachers organizations, business, labor and farm

At the A & M Consolidated Schools in College Station, Texas, the Mothers and Dads Club and the Chamber of Commerce jointly finance an active health program.



organizations, governmental agencies, civic organizations and individual citizens from all walks of life.

Activities of the Joint Council consist of summer workshops for teachers, professional conferences and meetings, in-service training programs, curriculum research and materials development, economics in teacher education, adult education and public information. The staff and resources of the Council are available to schools and community groups to assist them in organizing local or regional programs, in securing lay participation and in obtaining expert consultants for contemplated projects.

In 1948 the assistance of the Joint Council was sought by members of the staff of the Hartford, Connecticut, public schools. This group was concerned with these questions: How could better instruction in the economic structure and operations in the Hartford area be put into high school courses? Could they get the support of the community in making this possible? Would it stimulate greater student interest in school and community life and give more purpose to high school studies? Would it help young people better to understand America, its economy, its problems and its assets?

For nearly a year a community group in the Hartford area met in conference to explore the problem and establish a pattern on which all could agree. Interested teachers, principals, superintendents, representatives of the State Department of Education, faculty members from the University of Connecticut and from the Teachers College of Connecticut, business executives, labor leaders and other interested citizens banded together for a common purpose under educational leadership. They formed the Greater Hartford Council on Economic Education. A constitution was drafted and the Hartford Council was ready to begin operations.

During the 1949-50 school year, instructional material was collected, evaluated and made available to meet the rapidly increasing requests of teachers. Meetings were held for teachers and community leaders on labor-management relations. The group began making plans for the future activities of the Hartford Council. An in-service training program for teachers was set up which included a week-end conference and a three-weeks' workshop in the summer of 1951.

The 1950-51 school year saw a second program of

public meetings. The summer workshop which followed was evaluated by a special committee. This committee sent out a questionnaire to all who had participated in the workshop. They reported that teachers are bringing the economic problems of the community into the classroom. New materials are being introduced. More interesting techniques are employed. Teachers have greater confidence in dealing with economic problems after attending the workshop because they now know that they have the support of influential members of the community. Teachers are more interested in economic issues.

The 1952 workshop at the University of Connecticut brought together another group of administrators, teachers and community leaders for an intensive three-week program similar to that of the preceding summer.

The Greater Hartford Council feels that demonstrated teacher needs and interests will stimulate a variety of approaches for the improvement, in the Hartford area, of education in economic life. It has the participation of business and labor leaders, the interest and financial support of the community and the enthusiasm of an ever increasing number of teachers. They have an encouraging feeling that they are now relating school to community in a way that will make more successful the adjustment of the student, now and later, to the life he is living.

Indianapolis at Work

INDIANAPOLIS LEADERS in education, business, industry and labor are undertaking a cooperative long-range program to develop the teaching of economic understandings in the Indianapolis public schools. This program has grown out of the conviction that Indianapolis children know little about the industrial and business life of the city, and have only a hazy idea of how the American economic system actually functions in their own community. In July, 1951, Dr. H. L. Shibley, general superintendent of education, recommended to the Board of School Commissioners that such a project of economic education be undertaken.

Civic leaders pledged a fund, and an advisory committee of representatives of business, industry, labor, the press, the schools, and parents' organizations undertook a plan to produce instructional materials. These would



Elementary school pupils from the Stephenson, Michigan, public schools visit the local creamery.

be planned for pupils in grades four through twelve, and would include books, film strips and other visual aids.

The first step was to provide an immediate publication for use in grades seven through twelve. The presentation of information in the form of an 8-page news magazine was undertaken. The publication, "Indianapolis at Work," is now distributed to all secondary grades. The first issue was used to tell the story of the department stores of Indianapolis.

Preparing the issues of "Indianapolis at Work" involves the cooperation of many groups of business and industrial leaders who work with the advisory committee, help gather basic information regarding a given business or industry and assist in writing and editing the articles that are printed. The little newspapers are a channel through which the entire community may participate in the common effort to teach boys and girls basic principles of economics.

Teachers and pupils like the "Indianapolis at Work" plan. Cooperative work-study programs for high school pupils in salesmanship classes, apprenticeship training, vocational education, and parent nights are other meas-

ures used to bring the community and schools in closer relationships.

Cooperative efforts on the part of the school-community of Longview, Texas, have infused a new spirit into that community. Superintendent R. C. Fagg has been attempting to raise the sights of the people and the level of democratic living through the schools and school programs. By means of an educational campaign, a road bond issue was put over after previous failure. Funds for recreation facilities and a music building have also been provided. The experience of working together on these projects has paved the way for further efforts.

La Mesa, California

In 1951 the County Board of Education in San Diego abolished the report card in general use and substituted a card which necessitated different reports at each grade level. This meant that four or five different forms would be in use. The new report card aroused adverse criticisms in the La Mesa-Spring Valley School District.

The local board of education was faced with the problem of using the controversial card or developing a local card. The board turned for help to the six-month-old Citizens Advisory Council. The Council received a request from the board for recommendations for a report card to be used in the La Mesa-Spring Valley School District. After parents and non-parents had voiced their feelings about a marking system it was decided to obtain the services of a consultant who could acquaint the Citizens Advisory Council with some of the research that had been done on report cards and pupil marking. The appointed consultant, Elaine Milam, who had worked with the committee which gathered information for the new county card, pointed out to the group some of the basic findings that have changed report card thinking in the United States.



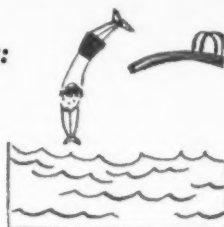
School-industry cooperation: a Stephenson, Michigan, high school science class visits a local power plant.

The Council also examined 35 different report cards from various parts of the country. The group then set about to answer these questions: how many times a year should report cards be used? should they indicate where the child stands in relation to the class? how much space for teacher and parent comments? what aspects of the school program should be included? One highly emphasized point was to have the card written in simple English to keep language misunderstandings at a minimum. The Council then asked the professional educators of the district—both teachers and administrators—to work together and develop a report card that would meet standards and criteria set by the Citizens Advisory Council.

The first proposed report card was revised by the Advisory Council and a second draft sent to the board of education. The printed card was used for the first time in the spring of 1952.

Parents appreciated having participated in the process from the beginning. Generally, they felt that their wishes had been respected and their judgment used.

Staff & Community: Providing Services for Youth



The River Forest, Illinois, board of education works cooperatively with the city's recreation department in promoting a full program of recreation for all community residents.

MOST RECREATION PROJECTS are planned for children and youth. The majority are summer recreation projects, although a few are elaborate year-round programs. Many projects are joint school-community enterprises. In Albion, Pennsylvania, the school teamed with the Lions Club to equip the community park with appropriate recreational facilities. A merry-go-round was purchased, dismantled and brought to Albion by members of the club. In River Forest, Illinois, the board of education works cooperatively with the recreation department of the city in promoting a well-rounded program of recreation for all residents of the community. A year-round schedule of activities in arts, crafts, and a wide variety

of sports and physical activities for children and adults is provided.

In New York City, where providing adequate recreational facilities is a real problem, the schools play an important role. The East River Day Camp, an agency deriving its existence from the cooperation and assistance of neighborhood settlement houses, public and parochial schools, churches and synagogues, the local hospital and various firms and individuals, provides outdoor play in a controlled area, under professional supervision, for the lower east side of Manhattan Island. The Bronx Park Community Project sponsors a children's community orchestra of over 130 players, and a Little League in

Student conducts a school orchestra, part of the instrumental music program sponsored by the Bronx Community Project, N. Y.





Deming, New Mexico, businessmen encourage youngsters by paying top prices for prize-winning livestock. This girl sold her fat calf for \$1,875 at annual Junior Livestock Sale.

baseball. The Community Council of School Districts 18, 19, 20, sponsors a Bureau of Child Guidance. This bureau grants camp scholarships to children and provides adequate camp clothing. It also allocates money to various schools in the districts to stimulate and help summer camp placement activity. It has assisted in obtaining many playgrounds and other recreational facilities.

At the suggestion of the mayor of Delphi, Indiana, a cooperatively developed recreation program financed by the city, schools, and community organizations was de-

veloped. Summer recreation personnel are members of the school staff. In Flint, Michigan, the Mott Foundation has sponsored projects in recreation, health, interracial relations, guidance and youth work. The schools have worked with this private foundation. School buildings are used for boys' and girls' club meetings. Summer activity areas include tot lots, supervised playgrounds, swimming pools and tennis courts. One of the local parks has been developed into a recreation ground for baseball, softball, basketball, summer shows, square dancing and band concerts. At Mott Camp on Pero Lake, 640 boys enjoy summer camping experiences. The Flint Youth Bureau is devoted to children's social adjustment and health. Two paid workers and hundreds of volunteer counselors provide "big brothers" and "fathers" for all boys who need a friendly, guiding hand. The Stepping Stone Clubs for girls promote educational and character training.

In Deming, New Mexico, in addition to supporting a school-sponsored community recreation program, businessmen encourage teenagers by paying fabulous prices for prize-winning livestock at the Junior Livestock Sale held annually. In 1952, 28 animals brought a total of \$16,425, a record for junior livestock sales in New Mexico. The prize-winning fat calf, sold for \$1.75 per pound. The business men also give a bonus to those contenders whose animals do not place in livestock showing, in order that youngsters' efforts in feeding and grooming animals will not meet with complete failure. Business men also serve in an advisory capacity for the Future Farmers of America farm operated by the school.

school leadership can make a community difference

FOR A LONG TIME people of Central Town were critical of their fair town. They admitted that it was not as fair as it could be. There was no agreement on what was wrong. One pulpit blazed away at the irresponsibility of youth, another at the wide open places of amusement and iniquity. Youth complained they had nowhere to spend an evening. They were turned out of the gym at 5:00. Merchants felt certain that the town council was lacking and the police loafing. Morning after morning windows were found smashed and stores entered. Industry complained that workers were incompetent. East-side boys working in a plant would stir up scraps with fellows from beyond the city dump, and slow up the assembly line production.

The newspaper of Central Town reported freely the frustrations of the pulpit, the grief of the manufacturer,

The "Central Town" story, prepared by Henry J. Ponitz, is drawn from his experiences in working with many communities. He is Chief of the Division of Adult Education, Department of Public Instruction, Lansing, Michigan.

and the social disgraces of the community in general. This was good news copy. It sold papers. The stories filled the hearts and minds of some with righteous indignation, others were indifferent.

Months and years passed but no one did anything but lament. Then came the climax. After a high school basketball game, the young set from beyond the city dump and fellows from the east side clashed in a fist fight with knives drawn and rocks thrown. The police were summoned. Two youths were taken to the hospital. The next day factory workers from the two parts of the town took up the battle where their sons had been stopped.

Superintendent to the Phone

Now pulpit pronouncements, the chiding of the merchants and street lamentations ceased. The school superintendent telephoned the president of the factory and said, "Let's talk it over." The president suggested, "Why not invite the preacher." These three citizens, an inter-service club committee, the chief of police, a PTA president, the mayor, and the editor of the newspaper got

together to find out why Central Town was no longer a fair city.

They agreed that something must be done—but what? For nearly six months they met and studied, first behind closed doors, then where all could see and hear. They arrived, not at a series of needs, but at a set of conditions—astounding community conditions.

They found wanton destructiveness and disregard for public and private property on the part of youth and adults. Conflicts in one form or another were frequent between the east siders and people living beyond the town dump. Manifestations of bitterness were observed on the part of high school youths and adults in the big factory.

Economically, the community suffered from seasonal employment interrupted by occasional strikes. Jobs for youth were few and their spending money was meager. Educationally, they found heavy dropouts from school. There was a large foreign-born population of the first and second generation with low educational attainment. The schools were over crowded by a "fringe population" and the high school building and curriculum were make-shifts.

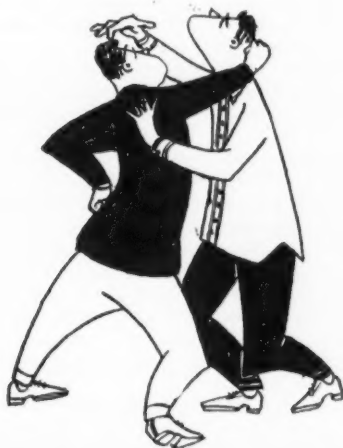
For recreation and culture, Central Town had nothing but unsuccessful high school basketball, football and baseball teams, while efforts at organizing civic players, a band, boy scouts and a lecture series had failed.

What was needed? What should be done? The factory president decided he would move his plant out of town. The village of Greenville, believed the preacher, is fairer, though a little smaller. He had once served there. Was it fairer? "Let's go and see," said somebody. So school superintendent, factory president, and preacher set out.

The only tangible, but nevertheless important, results of the visit to Greenville were the acquiring of assistance from a well-known local engineer and consultation with a sociologist from a near-by college.

Mr. Sociology Joins Committee

The president thought he was willing to pay for advice and assistance. It would cost several thousand if he



Each group blamed the other for Central Town's disgrace.

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moved his plant. Besides, he liked the town well enough to stay. So the sociologist joined the committee with expenses and a stipend guaranteed by the manufacturing firm.

The consultant learned quickly. He learned that the community was aroused, unhappy, even alarmed. They hoped that he could give them quick answers to their problems of quarrelsome, destructive youth, indifferent workers and workmanship, listless children, and indifferent adults.

It wasn't so easy or simple. The sociologist helped them look for causes. Destructiveness: Is their city well lighted? Do the police function well? Is wholesome entertainment available? Play grounds? Gymnasium? Are reasonable safety precautions observed by merchants? Are commercial amusement places licensed and supervised?

Unproductive workers: Do the workers like their jobs? Can they talk with the boss freely? Do they earn a good wage? Are they physically comfortable in their jobs? Are their health needs met or can they be met?

Dull children and youth: What do the schools teach? What is the home background of the children? In what occupations are the parents engaged? What educational advantages have they had? For what role in life does the school prepare children? Do children visit places where they may later earn their living or from which they will receive important services? What are the school buildings and classrooms like? Do the teachers get into the community? How do teachers keep in touch with their pupils? How high are taxes? Together Mr. Sociologist and the committee formulated, understood and agreed upon this statement of basic community needs and enterprises:

Central Town needs to increase opportunity for employment; set up a factory and store-training program; make a special effort to deal fairly with workers of lesser educational background; make the chamber of commerce more than a bowling league and dinner club—rather, an instrument for civic improvement.

Central Town needs to improve city lighting; clear up the places of amusement; enact a licensing ordinance; provide some wholesome commercial recreation, including a movie theater; and tighten up the police force.

Central Town needs to revamp the school program in order to meet the needs of children, to help them get along together, to prepare them for a job; and to bring parents and children together in evening activities.

Central Town needs a new school building; to remodel the old one; and to make an addition to the athletic field.

All of this, it was agreed, would require an increase in taxes.

The People Should Know

Through long study the committee became convinced of these needs. Central Town could be made as fair as Greenville. How could it be done? The churches could provide youth activities. The manufacturer could try different policies in the plant with other plants doing the

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same. The superintendent and faculty could plan a school program which would meet the needs of boys and girls. "But could the committee alone license and supervise taverns, improve street lighting, build a new school building?" asked Mr. Sociologist.

The people, the entire town must help. Would they unite in the common effort? Could they be made to feel as the committee felt—disturbed, dissatisfied, ashamed, anxious to make changes?

This is what they told the town:

Many people of our fair town are grumbling and complaining. We know it is a fair town, but it can be made fairer. It is not so fair as Greenville. We propose to look into reasons for the grumbling. Our committee finds these conditions to be true:

Our village has grown to be more than a village; it is practically a city. Modern rules and licensing procedures must be set up for restaurants, taverns, and amusement places. Our streets need to be kept clean and better lighted. The policemen need to be trained for their jobs. We propose that the Central Town Council bring the services up to date. We have grown up; we are a city now.

The opportunities for employment are not so good as they should be. We need to operate our plants the year around. New industry must be invited to take up slack for those who work irregularly or have no jobs. Our city can not be a fair city unless everyone has work. Workers need an opportunity to learn their job and something about the product which they are making. We propose that Central Town Chamber of Commerce plan a team program for business, industry, and labor. We have grown up; we are a city now.

In Greenville boys and girls finish high school. Most of our children do not. Our children would stay in school

if they had different subjects. They would become better workers if the school taught them something about the jobs in our town. They need practice in working and playing together. More men teachers should be employed. A new high school should be built to include a gymnasium. The athletic field should be larger so it can be used by city leagues. We propose that Central Town board of education expand and improve the education program. We have grown up; we are a city now.

This is the way they told it:

The town newspaper took the lead with this slogan in every issue: WE HAVE GROWN UP; WE ARE A CITY NOW. It advocated city planning and up-to-date services. It urged business, industry and labor to plan as a team for full employment. It proposed that the school program and plant be modernized and expanded.

Five of the nine churches told their congregations that city services, full employment and good education were needed for the good life.

Parent-teacher associations at special and regularly scheduled meetings talked about the kind of education children should have.

At regular meetings the two service clubs discussed what business lacked and what industry needed. Joint meetings were held to hear speakers from other cities tell how similar growing pains had been met elsewhere.

Everyone talked and talked and there were no more complaints.

They Outlined a Plan

What does talking achieve? The problem was to achieve results. The committee could not perform miracles. Would the town council see its responsibility for planning and action? Would the chamber of commerce really follow through and bring business, industry, and labor together? Was the board of education sold on a new school plant and a modern educational program? Should the committee disband?

Talking was important. Talking led to understanding, understanding to conviction, and conviction to action. The committee must remain and expand. The town council, the chamber of commerce, the board of education, the church council and the workers' alliance were each invited to name one representative to serve on a central committee.

Were the three organizations ready to plan action programs? Did they know their responsibility? Had there been enough talking? Was the need understood and felt?

The expanded committee took the title of Central Town Planning Committee. It would continue to implement its talking program, but would offer its services to the three action-planning organizations.

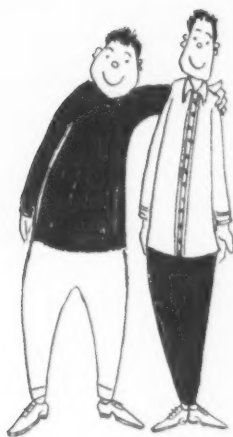
Central Town Planning Committee received an invitation from the board of education. Would it join the board of education at its next meeting and clarify certain issues and questions pertaining to the recommended school needs?

The Board Goes Into Action

The board of education raised questions like these: Did the Central Town Planning Committee have a plan of educational action to recommend? Did the factory need high school graduates? What kind of courses should



City improvements would require an increase in taxes.



"Let's talk it over." They did, and Central Town improved.

be offered? Why should the board of education provide an athletic field for the adults? Did they need the school for adult use and for activities besides athletics? Would they support and help carry out an appeal to voters for a tax to finance new buildings?

Not many questions were answered but the board of education took the following steps:

Requested the superintendent to study with the faculty, parents, and students the type of educational program which should be available;

Authorized the superintendent to recommend to the board of education a consultant to give technical assistance in the educational study;

Appointed a building committee to obtain information on building costs and legal requirements for voting and levying a special school building tax;

Requested the superintendent to make a study of tuition received from non-resident pupils and whether in the future they should be admitted;

Appointed an athletic committee to meet with the town council to explore joint purchase and operation of an enlarged athletic field;

Requested Central Town Planning Committee to name three persons to meet with the board of education at all meetings when issues pertaining to the modernization program would be considered.

The School Superintendent Reports

Upon the superintendent's recommendation the board employed an educational consultant to assist and advise in determining an instructional program. The state department of education was consulted on matters of state aid, non-resident enrollment, school district reorganization, the improvement of the instructional program and similar matters.

On behalf of the faculty, parents and pupils the superintendent reported to the board of education these results of concentrated study, conferences with employers, parents and pupils, and visits to other schools:

The school program should include all twelve grades. Agriculture and vocational shop departments would

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satisfy pupil interests and the employment area which the district serves.

The commercial department should be enlarged.

The homemaking department should be expanded to serve all youth in the broader phases of home and family living. An enlarged kitchen and cafeteria should be available for school lunches in conjunction with the homemaking department.

All building appointments and furniture should be in line with the best known educational practices, making provisions for group discussion, teacher-pupil co-operation, audio-visual work and the like.

There should be a community room for PTA and other group meetings, to be used also for music and dramatic art work in the school.

A gymnasium and auditorium were needed for students and community use.

A man should be added to the teaching staff to set up training programs for those working in factories, stores, and other fields of employment.

The building committee found that costs were high, with materials and labor readily available. It further reported that a tax levy was possible and that five year bonds could be legally issued and sold.

The town council would support an enlarged athletic field and provide a supervisor for the summer. The athletic committee reported that the necessary funds should be voted at a regular election. It also recommended that a gymnasium be included in a possible new school building and made available for adult sports events.

The board of education took final action looking toward translating plans into results. It authorized the employment of an architect, a special election for the purposes of voting necessary funds, cooperation with the city council in an enlarged school community sports program, and a program of publicity and interpretation in cooperation with Central Town Planning Committee to tell of the school-community educational needs and plans and the need for a special tax.

Central Town Did Become Fairer

As the community went into action a change became evident. Central Town began to show signs of satisfaction. People had something to talk about. Now there were softball games—teams representing merchants, factories, churches. One of Central Town's early actions was to employ a recreation supervisor, through funds provided by the town council and the board of education, to organize and conduct an activities program of games and sports on an improvised playfield donated by the merchants.

Employers noted among their employees a new comradeship, a changed atmosphere. Central Town's citizens committee, cooperating with the chamber of commerce, carried leisure-time planning into places of employment. Club and game rooms were provided with opportunity to read and talk things over. Workers had channels through which to share ideas and ambitions. Out of these avenues of communication grew community

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sponsored parades, contests and celebrations for holidays and special occasions.

There is no new high school. The new elementary school comes first. This school and a playfield are located where they are most needed—a site the parents helped decide. They are looking forward to "their" school, a place where they can meet and where their children can have school lunches.

The vacated rooms in the high school will make room for shops—radio, drafting, and a dark room for photo hobbyists. A remodeled home is already the homemaking practice center. The H.R. (human relations) factor introduced by a faculty-pupil council provides the school administration with a new avenue for cooperation, consultation and educational interpretation. Central Town's working conditions no longer seem intolerable, wages are better, and pupils are manifesting a growing enthusiasm for school. Destructiveness and lack of worker interest have vanished as topics of community-wide conversation.

Are conditions actually improved or only imagined? Is there a new understanding and appreciation of one another's goals and ambitions? Did the press make a difference in publishing and interpreting a platform for Central Town?

All of these undoubtedly did contribute to a more peaceful, happy and successful community. Progress

came because occupational, social and educational planning went hand in hand. All were related. As education recognized social and occupational problems, so business and industry recognized the role of education in making Central Town a fairer city.

How can a community be aware of its needs? Standards imposed from the outside and the services of an increased number of inspectorial sentinels from state and federal levels are not the answers. Specialized consultants can be of value only as they implement and facilitate self-study and strengthen local capacity, ability and initiative.

Let's Talk It Over

Communities need some process or device by which people can cooperate in matters of concern where an individual or an organization alone is ineffective. The exact process is not important. It may be a citizens' committee, a pattern of committees, a community council or a forum. It is important that there be a medium whereby a citizen or group of citizens can bring to light real or imagined needs, problems or grievances; a scheme whereby the needs and conditions can be related and cooperatively attacked and solved. Community improvement grows out of the intelligent cooperation of many groups and individuals on the local level.

Community success is essentially the success of democracy in action. It has been shown that democratic processes can be activated when a school superintendent picks up the telephone and suggests to the banker or the preacher or the factory manager or the PTA president: *Let's talk it over.*



In Deming, New Mexico, more than 100 students participate in the summer arts and crafts program. Here the instructor inspects the work of two physically disabled youngsters who are advanced leather craft students.

Many communities sponsor projects which involve school personnel and community representatives. In Deming, New Mexico, an adult ceramics class is conducted by the arts and crafts department of Deming High School.



Working With Community for Community Improvement



WHEN SCHOOL STAFFS and community groups cooperate on various projects, the impetus for action may often have come from outside the school. Some organized programs for community improvement operate without any representation from the schools; others include school

representatives as passive participants. In some programs school and community groups share leadership, or school personnel dominate the organization. The role of the school people, however, is often determined by social stratification within a particular community.

Projects involving school personnel and other community representatives are much the same in many communities. Groups will co-sponsor community playhouses, recreation programs, art programs, music festivals, fairs and community study groups. This may result from informal working relations between school personnel and the particular community group. There are communities, large and small, where different groups and the school form community councils which function at various levels of achievement. These community councils are such only as they represent the whole community.

Some communities have achieved a high degree of



Cooperation between school and library resulted in this exhibit for the hobby show in the Allegan, Michigan, public schools.

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representative and cooperative council relations. A superintendent member of such a council remarks, "As much as we would like to do so, we have never yet involved all of the people in our community. We have had about 30 percent of the people actively and simultaneously working on one or another community project, and as many as 80 percent participating passively in social activities. There are few in the community, however, who have not, at one time or another through the years, been actively engaged."

Lepanto, Arkansas

LEPANTO, ARKANSAS, is located in an area which is

experiencing a transition from a strongly agricultural to an industrial economy. Absentee-owned land is assessed for disproportionately low taxes and schools and people share in the poverty of the region. Superintendent of Schools J. D. McGehee believes that school leadership has a responsibility for supporting gradual and evolutionary improvements which affect a community.

Under his direction the schools have worked with other groups to set up a community development council to improve living and working conditions for the farmers of Lepanto. Despite the great financial handicap, the Lepanto program takes advantage of all human and natural resources in the school district in the effort to bring about better conditions. The progress of the program resulted in a top award for Lepanto, Arkansas, in THE SCHOOL EXECUTIVE'S 1952 National Competition for Community Improvement.

the community coordinating council of cedar city, utah

"How DO YOU DO IT?" is a question frequently asked of school officials and community leaders in Cedar City, Utah, a fairly average American city of 6,000 population. "It" in the question refers to any one of many accomplishments considered remarkable in a place of Cedar City's location and size. The answer is: cooperation among all people of the community. This cooperation, long recognized as inherent in the community, has been intensified in the past twelve years by the Community Coordinating Council. This council is an integral and forceful part of the community and has received wide acclaim from educational leaders of the country.

How did this council come into being? One day in the fall of 1939, two members of the home economics division of the state department of public instruction were paying a routine visit to Cedar City. They suggested to the superintendent of schools and the director of the Branch Utah State Agricultural College that the town might organize a community council whose over-all objectives would emphasize improving home and family living. The schoolmen liked the idea and its implications for correlating and coordinating activities of the community.

Coordinating Council Organized

By February, 1940, the first Central Committee for a community council had been set up. It became known as the Community Coordinating Council. Reasons for de-

veloping the community program were: the overcrowded program of overworked people; lack of interest and understanding of community needs on the part of many people; and a unanimous feeling that there was a great need for coordination of effort to make existing programs more effective.

For a period of time the state department of public instruction provided the services of the state coordinator in family life education to help organize and develop the council. It became evident that employing a part-time local coordinator would give added impetus to the program. The salary and travel expense of the coordinator were shared by the state department and the local board of education.

Discussions 'Round the Table

Despite changes in administration and policies the program as a whole has continued to operate on the same plan. Actual controlling power is in the hands of the people who, in council round-table discussions, decide what community problems merit a special committee of permanent or temporary status. The Central (or Executive) Committee makes appointments to working committees by and with the consent of the council, and arranges all council meetings. Such meetings are held every six weeks during the winter.

During the years, round-table discussions have become a valued part of our program. Any group or voice may express views on community or school problems. Frequently, these discussions have been the sounding board for important enterprises. Here also, individual organizations learn what public opinion is concerning their undertakings.

The committee on town beautification was the first to

This report on the Cedar City Coordinating Council was prepared by Ianthus Wright, Superintendent of Schools, Cedar City, Utah.

be set up on a coordinating basis. Various clubs which promote city-wide beautification were asked to send representatives to a meeting. They agreed to a plan which had been discussed in council meeting. A representative committee was appointed, and a city planning and zoning commission was set up as a regular part of the city government. Soon, the Health Council, in existence for ten years, became another working committee, followed by the Art Exhibit Committee, the Music Arts Association, Safety and Recreation programs. With these as a working nucleus the operating plan was taking shape.

An entirely new organization in Cedar City was the Town Calendar Committee. All organizations list their evening activities with the committee, which posts them in the local newspaper each week to keep people informed of important functions and to prevent conflicting events.

Free Classes for Adults

Another new project is the Adult Education Committee. This group presents a series of classes for adults each winter without charge (except for craft classes) and without credit. A second objective is to offer a series of Family Life Institutes. The classes have steadily grown in enrollment. The Family Life Institutes have brought five of the nation's outstanding leaders in this field to



Cedar City's art exhibit program was begun by art teacher and principal. Now schools and homes boast fine paintings.

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Cedar City. Two Rural Life and Education Conferences, held later, were used as patterns for similar meetings in other parts of the state.

A UNESCO Committee and one on Community-School Relationships comprise the balance of the ten working committees now forming the Coordinating Council. The latter committee handles college scholarships from main street business men. Committees existing before organization of the community council have broadened their programs. The two art committees are excellent examples.

Music for the Community

The Music Arts Committee was reorganized on a total community-school basis with two teacher representatives from college and high school faculty, two business people, a doctor, and two housewives, all interested in a good concert series for the community. A long-time program was set up. The committee now brings the best in the concert field: outstanding opera stars from the Metropolitan Opera, concert singers and the best string instrumentalists traveling the concert circuits; and the Utah State Symphony Orchestra travels nearly 300 miles from Salt Lake City each winter to play in the Cedar City Auditorium. Earlier sales of 50 season tickets have increased to about 400.

Such an ambitious program would not be possible, however, without strong cooperation from the schools. College and high school student tuitions include a small fee for student season tickets. The total sum is turned over to the Music Arts Committee budget. The county board of education cooperates by financially assisting with special matinees and by permitting use of school buses for transporting students to afternoon performances.

Art Program Gains Renown

Similarly, the Art Exhibit Committee has received its greatest stimulus from the public school administration. This committee, originated in the local schools, has expanded into a widely renowned art program. The first art exhibit began through the efforts of a junior high school art teacher and principal. The board of education gave financial support and helped to encourage home owners and school people to purchase fine paintings.

The schools and homes of Cedar City, Utah, boast fine art possessions. Art lovers and critics from most western states travel to the Cedar City National Art Show each spring. The committee plans to acquire a permanent place to exhibit, and hopes for a future fine arts school for the region.

Once Apathetic, Now Active

The Cedar City Coordinating Council has become an integral part of community life. Public apathy in some cases prevents all the progress its originators had anticipated, but a new philosophy is growing out of the experience of pioneering new ideas. More and more we see what work and cooperation between school and community can accomplish.

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a new york city community council at work

LARGE CITIES often fail to establish channels through which the people and the schools can work together on constructive projects. The schools and citizens of New York City are developing citizen participation in community activities by creating small school communities with the resources of several school districts. By such a method of organization Dr. Abraham Ehrenfeld, Assistant Superintendent of Districts 18, 19 and 20, inaugurated a Community Council and assigned a school-community coordinator to his districts. The coordinator acts as the liaison person between the schools and their various communities.

The Community Council was created in 1948 as a non-profit organization of men and women who live and work in the area of Mid-Bronx, New York City (School Districts 18, 19 and 20) and are willing to cooperate to bring about improvements. The Council serves the community through joint efforts of social, business, labor, religious and recreational agencies. It works for the interests of all citizens—youth and adults—in the fields of education, health, safety, recreation, sanitation, housing, human relations and child care. The district superintendent, principals, teachers, officers and members of the parents associations, leaders and members of civic organizations, business men and individual citizens all contribute to the projects of the council.

Summer Camps for City Youth

The broad activities and far-reaching results of the work of the Community Council can best be illustrated by examples of what is being done. Each project is analyzed for proof that the results obtained justify its existence. In one activity the Council allocates money each year to various schools in the districts to stimulate and help a summer camp placement program. Summer camps are hosts to approximately 1,500 children for part or all of the season.

The Council is able to do this because of its fund-raising activities—a Spring Intercultural Festival, Spring Journal, membership drives, dances and contributions from interested groups and individuals. Schools located in the more prosperous areas in the three school districts make contributions to the Council earmarked for camp

placement scholarships. The Council has also stimulated school-community concern in the problem of summer care of children and has helped translate such concern into constructive cooperative action. Each year more schools maintain summer camp placement programs.

In 1949 about 500 children were cared for by the schools and community. In 1950, over 1,000 children received such care. In 1951, the number of children helped increased to 1,500. It is the hope that the results of increased effort by the Council, by the schools and by the community will make it possible for at least 2,000 underprivileged children to spend part or the whole of their summer away from the grime, dirt and heat of the city.

Behind Statistics, What?

The Council strives to get behind the cold statistics which summarize the summer camp activity. A school report will state that 115 pupils were sent to camp or 135 to play school. What does this mean? How does it tie in with education? What is meant by "education"? Is there a real concern for the whole child; is there an acquaintance with the community in which he lives; is there a real attempt to develop good human relations?

Case study reports try to fill in answers to these questions and to tell why the community coordinators emphasize summer programs. Those who work with the program see the warmth and enthusiasm of teachers and children and parents see that the schools do care for their children as individuals. Children from poor home environments return from camp with a sense of belonging and inner importance at having participated in a happy experience with other children.

Another major program of the Community Council is carried out by the Claremont Area Housing Committee. This committee is jointly sponsored by the Council, the Bronx House, the Bronx Welfare Council, the neighborhood schools, religious and parent groups and individual community leaders. The focus is on housing conditions in the Claremont Area and how they affect the lives of youth and adults. City authorities have been prevailed upon to make an official study to establish the need for a slum clearance program and housing project. The study of housing has become the basis for a core program in the junior high school in the area.

Working simultaneously with the housing committee is the community health committee. The importance of health and nutrition is being emphasized among pupils and their parents. The City Youth Board has established

This report on the Bronx, New York, Community Council was prepared by Simon Beagle, School-Community Coordinator, Board of Education, City of New York.

a psychological clinic within one of the schools to point the way to new approaches in dealing with mental hygiene. By directly associating with the educational program the mental hygiene services help bridge the gap between clinical insights and classroom procedures. Closer relationships among parents, teachers and clinic personnel result in greater help to the children treated. These closer relationships are the results of the coordinating efforts of the Council.

Through the Council efforts a cooperative grass roots community program is on its way to completion. The 27 public schools of districts 18, 19 and 20 in one way or another are also enjoying the fruits of programs sponsored by the Community Council. Here are some activities:

Junior High School 55: Parents, teachers and students plan and wait for a modernization program soon to begin.

Junior High School 82, P.S. 11, 26: A joint effort is in process to interpret the school program to the community and to involve parents in school activities.

P. S. 50, 66: Combined labors have established a bookmobile.

P.S. 6: A new playground and a branch library have been obtained and are now in the construction stage.

P.S. 64, 70, 117, 28: Attempting to duplicate the success of P.S. 6 through the organization of a local area committee set up and supported by the Council.

P.S. 63: A parent education program in nutrition sponsored by the schools and the local community after obtaining help from the Council.

P.S. 58: Chosen as the district curriculum center. A modernization program underway, and the solution found for a recreational program for teen-agers.

P.S. 99: Conducting a growing afternoon and evening

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center for youth and adult activities supported by parents and school staff. The Council helped save the center from being closed.

P.S. 70: Junior High School 98: Experimenting with teacher committees on school-community affairs.

P.S. 54: Working to involve non-English speaking Puerto Rican parents in a school-community health and nutrition program.

Schools Pool Their Resources

The Community council has extended its influence in many ways throughout the Bronx community it serves. Schools in more favored neighborhoods have learned to pool their resources and offer financial aid to children in less privileged areas. Summer camp placement and scholarship funds are shared, a clothing exchange for needy children provided, and welfare funds are distributed.

New leaders have come forth. The Council provides an outlet to many individuals for their interests, abilities and sense of social responsibility. It has co-sponsored parent and teacher work-shops in the field of human relations and in problems faced by an urban school system.

The leadership and membership of the Community Council realize that they have a great task in unifying their section of the Bronx through school-community cooperation. The Council has learned that, given the opportunities, citizens can be inspired to give of themselves freely and generously for the common good. An evidence of this is the Council's growth from a handful of interested citizens to its present membership of over 5,000.

One of the projects of the Bronx Community Council is the summer camp placement program which sends about 1,500 city children to summer camps yearly.



A summer recreation program numbers among the projects of the Allegan Community Council, composed of representatives of 53 local organizations.



the community council of allegan, michigan

The COMMUNITY COUNCIL of Allegan, Michigan is organized to coordinate and encourage voluntary cooperation, democratic participation and close harmony among existing organizations, agencies, institutions and individuals in the community of Allegan. To what extent the Council influences groups to participate or impels individuals to act will never be fully known. Executive board members prefer to think that whether an activity arises from a community-wide need or emerges from an impetus to be of service, or from natural pride in one's home town, it eventually contributes to community improvement.

Organized in 1939, the Community Council of Allegan has conducted its activities since 1948 as a participant of the Community School Service Program of the Michigan State Department of Public Instruction.

The membership of the Council is composed of representatives of some 53 church, fraternal, social, civic, educational and cultural organizations of Allegan. All community-minded individuals within the scope of the

school district are urged to attend meetings, participate in discussions and serve on committees.

The Council has organized action committees which specialize in health, home and family living, education, adult education and community relations. The Community Council, besides engaging in short- or long-term projects with action committees, deems it best to undertake to meet certain needs and effect special objectives, alone or in collaboration with one or more similar groups.

Services Gained by Cooperation

This account would be incomplete without mention of some of the usual, as well as a number of exceptional, services which manifest the cooperative spirit of the community: reclaiming good land from a city dump area for a parking site; the installation of an adequate water storage reservoir and a new Diesel generator; a zoning ordinance on which city officials and a citizens committee worked weekly for a full year; sponsoring of scout troops; participation in numerous drives for local and national charitable purposes; hours of skill and toil on exhibits by adults and youth farm groups for display at the County Fair; purchase of clothing, fuel, food, steel chairs, beds, bed rails, crutches, television sets and reading materials for hospitals and indigent requirements; presenting awards for conspicuous accomplish-

This report on the Community Council of Allegan, Michigan was prepared by Arthur A. Kaechele, Superintendent of Schools, Allegan, Michigan.

ments; feting athletic teams, sons, daughters and senior class girls at banquets; establishing scholarships for worthy, qualified boys and girls; assisting with health clinics; explaining vocations to students; staging entertaining programs for patients; arranging for instructional demonstrations; presenting matinees of plays for night-shift workers; creating awareness of safety, health and educational problems; supplying glasses for the needy and aiding the blind; organizing parties and outings for children with attention to the under-privileged; negotiating for presentation of community concerts; insuring amateur radio communication and outside contacts in event of a dire emergency situation; cooperating in the renovation and construction of a 4-H camp project; folding bandages, making pads, mending, serving as hostess, procuring flowers and commemorative souvenirs for patients—all at the Health Center; and home-by-home interviews with citizens in enlisting support for a \$385,000 bond issue for school building construction.

At the annual meetings of the Council, various techniques are employed to effect a practical and realistic evaluation of the program as to achievements, hindrances encountered, new needs and requests for services, and suggestions for bolstering and expanding the whole set-up.

Each member organization, notified well in advance, sends its representatives to the meeting, not only with a written account of its own yearly doings for incorporation in the Council's annual report, but also with proposals for community improvement.

From the enthusiasm of representatives of the 53 or more organizations constituting all levels—social, economic, political, and intellectual—and from the reports

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submitted, the Council sincerely believes it has emphasized the execution of projects rather than the prestige of organizations and institutions; that it has assisted in harmonizing the objectives of most groups toward reducing the overlapping or duplication of activities; that it has elicited desired, latent, and often unsuspected leadership ability and enlightened the public; and that it has aroused individual concern and co-operation, and developed a greater awareness of the needs and opportunities for services.

Participating groups at the Council meetings make recommendations for future programs. They have indicated the following problems of continuing interest to the functioning of the Council:

- Develop better understanding in seeking greater coordination of community improvement activities.

- Find ways to secure the active interest and reliable participation and leadership of more citizens.

- Contrive a news service for assembling and arranging prompt, accurate, adequate, and fair press releases and for other purposes.

- Establish closer connections between member organizations and the Executive Board and Council.

- Involve more youths, and youth more comprehensively, in all phases of planning, preparation, and execution of projects.

- Sustain the morale of those who become readily disheartened by slow rates of progress.

- Re-examine the community and seek out more re-

School-community projects of the Allegan Council include the selling of Christmas trees (below) and hobby shows (right.)



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source individuals of all classes with superior talent, knowledge, or experience.

Provide leadership training in efficient committee operation through in-service meetings.

Make greater use of available, existing consultant services in technical matters, employing also the developments in research and the experiences of other communities.

Encourage local research in the field of community development with the goal of evolving more effective methods of evaluation.

Urge teacher-training institutions to set up required courses where needed to prepare teachers for active community leadership.

Appeal to Community Pride

The Community Council is appealing more and more to those individuals, regardless of race, creed or sex, or financial, intellectual, educational or social rating, who possess a sense of community pride, loyalty, and unselfishness. By participating democratically in the process of achieving desirable goals, many men and women have attained for themselves a sense of really belonging, a feeling of genuine usefulness, and a release from boredom, loneliness and pessimism.

◀ The president of Allegan State Bank, student body representative, commercial teacher and Superintendent Koechele plan a school thrift program—another instance of school and community cooperation.



community improvement in weimar, texas

THE PRACTICE in Weimar, Texas, of the school's working with the community for the improvement of both received impetus through an organization set up in June, 1951. At that time, the school was invited to participate in the Cooperating Centers Project of the Kellogg Foundation Cooperative Program in Educational Administration, Southwest Region, a project designed to find ways of relating schools to their communities. The Weimar Board of School Trustees accepted the invitation and asked a group of representative citizens to constitute a Planning Committee to study areas in which the school and the community might work together to secure improvement and recommend specific projects to be undertaken by sub-committee action groups.

The superintendent's concept of community improvement is found in the CPEA advisor's report of develop-

ments. The superintendent believes that community improvement is brought about by educational talks and demonstrations, and by participation of important persons in planning, based on the findings of community studies. (A Small School Survey had been made shortly before.) He consistently emphasizes the utility of projects as a basis for consideration. He is particularly anxious to keep community leaders informed and to seek their cooperation and that of the school staff.

A meeting of local citizens and school people, along with CPEA personnel, recognized the need for improving the vocational education and vocational opportunities of young people. The decision was based on a two-fold consideration. The community is made up predominantly of rural people, most of whom live on small farms of limited production. There were already in operation effective school-initiated programs in agriculture and home and family living. A secondary consideration influencing the choice was the feeling among the committee members that general economic improvement would bring with it

This report on community improvement in Weimar was prepared by Clay Doyle, Superintendent of Schools, Weimar.

Community group life in Weimar, a predominantly rural area, is centered at the school where organizations meet regularly for business, social and recreational purposes. Here members of the Weimar Dairy Association and their families enjoy a social following a business meeting in the school gym.



better living in many other areas, such as in health and recreational practices and in social intercourse.

Proposed projects were narrowed into three general categories: extension of school services, especially through vocational and adult education; making the school a community center; and study of the potentialities of the community.

The first sub-committee to become active was that on agriculture. A Grade-A Dairymen's Association was formed in the summer of 1951 with the agriculture teacher helping to maintain the continuity of the group until it had elected its own officers and developed its own program. The activities of the group have included educational programs; the purchase of dairy herd improvement stock by members of the group; and the construction on the school grounds of a cattle show barn in which the dairymen and FFA boys hold their stock shows.

Vocational Guidance for Students

Weimar's second project is a testing and vocational guidance program in the high school. For this program the superintendent enlisted the cooperation of Dr. Royal Embree of the University of Texas. Dr. Embree and his students work with the Weimar community to administer tests and provide vocational guidance for the students. The high school principal has been the local technical worker.

The third project is a vocational opportunities survey for the community. The superintendent has taken the initiative in developing this project and has enlisted the cooperation of personnel of the University of Texas Extension Service to work with the school and community in a survey of vocational opportunities.

During the early months of the Planning Committee's existence, progress was slow, due perhaps to the difficulty of communicating a new idea to the whole body of people. Gradually, however, the 30 members of the com-

mittee, drawn from all areas of community life, succeeded in informing and enlisting other people.

As more and more individuals became involved in some phase of the program, there appeared a growing disposition to use this new device to solve common problems. The community is finding a new source of help in improving living, and the school is finding a new field of service for its patrons while developing a firmer base of support for activities. Both school and community are discovering techniques for bringing heretofore unused resources into play. There is a growing sense of unity with others through common endeavors.

While there is tangible evidence of progress in such accomplishments as the formation of the Dairy Association, the development of the guidance program, and the job opportunities survey, there is also evidence of less concrete results which are of significance. Community group life is becoming centered at the school. Several organizations meet there regularly for business, social and recreational purposes. As many as seven different community groups meet in various places on the campus during the same evening. Then, too, the awakened interest of the people in the school as an agency for improving life in the community enables the school to expand its regular services. There is good response to programs of adult education in agriculture and homemaking.

By working with informal groups and by constituting official committees the superintendent has won wide support. In actual operation of the program he has delegated or retained operational control. The superintendent has relied on CPEA personnel for ideas or for help in putting ideas into effect. The initiative for community improvement has characteristically come from the school's action to get people together for discussion and support of selected lines of action. In action phases the school has provided leadership for organizing projects or for program operations. At all stages a conscious effort has been made to involve laymen.

A Place for Youth On The Community Team

Citizenship is not something that is automatically infused into one upon attaining his majority. From infancy children have the strong desire for acceptance that parents and teachers trade on to produce socially acceptable behavior, and in adolescents the intensity of this drive is at a peak. Youth looks for acceptance not only by its parents and peers, but by adult acquaintances, the school, the neighborhood and the community. If children's and young people's interest in and assumption of responsibility—by means of which they strive to gain status and acceptance —

is discouraged and not taken seriously, they are deprived of their citizenship, and the community is deprived of responsible citizens. Unfortunately, all too frequently the home does not have an atmosphere which encourages democratic attitudes in youth. This is because adults whose desire for acceptance has been unrecognized during their childhood tend to perpetuate in turn an undemocratic atmosphere in their own family situations.

That leaves it up to the schools—and school people now are accepting their function to assist the community in guiding young people to good citizenship. More and more the community is being used as a laboratory for study, exploration and service. The raw material, the interest, the opportunity for service are there, inherent within the community.

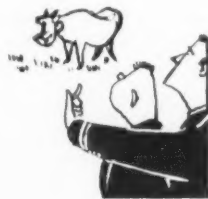
Not every community offers youth the same laboratory experiences, though the situations may be similar. In most communities valuable resources for training and experience go untapped or partially tapped through the unwillingness of adults to accept young people as citizens.

Probably the most realistic citizenship experiences in the public schools today are provided in the elementary schools. Children are brought into practically every phase of the school program; they are interested in the neighborhood and the community. This is done not merely to motivate the learning of reading, writing and arithmetic. The child is enabled to identify himself with something

important. He is encouraged and helped to make choices. Evidence of growth as responsible young citizens results.

In the summary of practices which follows, the cases cited fall into two distinct classes: efforts to introduce the community to the child, and efforts to introduce the child to the community.

Introducing Community To the Child



SCHOOLS ATTEMPT to introduce the community to the child in a number of ways: by bringing experts and other community resources into the classroom, by taking the young people on field trips into the community for observation of its various resources, and by introducing into the curriculum concrete community problems.

In Sauk Rapids, Minnesota, for example, an interesting "know your community" program was developed in two ninth grade general mathematics classes. The teacher

had attended a workshop sponsored by the Joint Council on Economic Education. Working on the problem of how rural electrification has changed the farm economy, the class conducted home surveys, brought in community consultants and made liberal use of materials which were available. The results of their work were assembled and presented to the entire school. In order that it might be made into a community information project, the young people invited parents to attend their program. Similar projects were developed in Claxton, Georgia, and Bristol, Tennessee.

Field trips are an integral part of the programs reported by Allegan, Michigan; Public School 160, New York City; and the James Russell Lowell Elementary School in Louisville, Kentucky. Louisville industries provide free buses for trips to points of interest both in the city and throughout the state. Lowell elementary children are a traveling crowd. Every year each class takes at least two trips and last year the total was 127 trips. Parents chaperone and often the PTA furnishes the lunch. Industry or business provides ice cream or soft drinks.

In Allegan, Michigan, students take several long trips to Kalamazoo, Detroit and Chicago. At home they visit the county offices, the jail, factories, the state forest and the health center. They attend city council meetings and see the radio station, bank, newspaper plants and post office. As a climax to extensive study in civics and problems of democratic government, Allegan seniors replace elective county or municipal officials on Local Government Day. Committees make the appointments to office on the basis of each student's designation of three choices. The students familiarize themselves in advance with the official's duties and responsibilities.

Baltimore, Maryland

How work on concrete community problems becomes a part of the curriculum is illustrated by the work now

being done in some of the Baltimore, Maryland, classrooms. The Thomas G. Hayes elementary school is surrounded by slums. Homes are substandard. Hazardous stairways, dangerous electric wiring, broken or ill-fitting windows, missing plaster, outside privies, questionable water supply, rat-infested alleyways strewn with garbage and debris, yards with accumulated ashes and trash; commercial establishments, stables, industries and homes intermingled—these characterize the school neighborhood. Many problems which resulted directly or indirectly from the poor living conditions stimulated pupils and teachers of the school to study ways in which living conditions could be improved.

The teacher of the intermediate opportunity class reports:

"After talking about ways that we could help clean up our homes and streets, we decided we would do our part by trying to beautify our school. We began in the classroom. It was suggested that we make flower boxes for our windows. The children drew patterns, decided what material would be needed, selected the tools, nails and sandpaper to be used. We made three boxes and planted them with flowers. Later the boys and girls began to clean up the street and playground around the school. Neighbors became interested and began to keep the fronts of their houses clean. Some of the boys wanted to do more; they interviewed twenty-five neighbors asking them if, given free paint, they would be interested in helping to clean up their block by painting steps, woodwork, chairs and benches. All became very interested. We gave out twenty-five gallons of paint. Many have painted and are still painting. Flower boxes with flowers have been placed in several windows and other neighbors are showing signs of interest."

A fifth grade class at the same school was interested in learning to be good citizens. Their teacher reports:

"Our class was invited to see some slides and pictures of our neighborhood. After returning to our room we

High school students
in Allegan, Michigan,
on fish study project.



Involvement of Youth

talked about the slides and the things that we had seen. Some of the children said they knew of the incident shown where a baby had been bitten by a rat. They asked all sorts of questions—What causes rats? How can people get rid of rats? How can people get rid of flies and cockroaches? The children began to look around for some of the answers. They reported such things as overturned garbage pails, nearby horse stables, paper and refuse thrown in alleyways, defective plumbing, and rotted floors. These were some of the things that caused rats, flies and roaches to thrive.

"The children then wanted to know who was responsible for this. In some cases they found that the tenant was careless and unclean. In others they found that the landlord was responsible. Sometimes, however, it was not clear. The children studied the duties and responsibilities of both tenants and landlords. They studied the city housing code and found that these duties and responsibilities were spelled out in the law.

They found out that many tenants did not know what their own rights or responsibilities concerning property were. Some landlords, they discovered, were neglectful and careless of their duties. The children thought that they might help if they began to make things better and more attractive at home. They listed many things that they could do—keep yard clean, put trash in metal containers, cover garbage pails to keep out flies, keep alleyways swept and clean to discourage rats, keep inside of the house clean, and many others. At the end of each week now, the children report to one another the progress that they are making at home and in the neighborhood."

Brooklyn, New York

NORMAN TEITEL of Junior High School No. 73, Brooklyn, New York, tells what happened when a group of young people in the school civic club centered their interest on the impending crisis in the city's dwindling water supply:

"After a brief discussion of the problem, a period of investigation followed. When books, magazines, and newspapers were exhausted, they turned to interviews with people ranging from a local plumber to the deputy commissioner of water supply, gas and electricity.

"On the basis of information obtained, the club members concluded that conservation was the best way to alleviate the water shortage. Squads were organized to inspect the school and report all leaks to the custodian.

"This done, the club members called a meeting of all school civic clubs in the neighborhood to exchange ideas on water conservation. A representative of the department of water supply, gas and electricity was there to answer any technical questions. At a subsequent meeting he stated that he had come away from the previous meeting with several new and good ideas contributed by the students present.

"After the meeting the club members felt there was much more to be done, many more people to be reached. Posters and speeches were not enough. A play was suggested and planned on until someone proposed a movie.



The school civic club borrowed a camera to make a 5-minute film on water conservation called "It's In Your Hands."

A borrowed camera and young imaginations produced a five-minute film entitled, 'It's in Your Hands,' which re-emphasized that students could keep their city healthy and safe by saving water through their own actions.

"To intensify the value of the movie as a propaganda instrument, a publicity campaign was conducted in true Hollywood style. Announcements of the premiere of the film were attached to the water conservation posters. Student and community interest ran high. The school district superintendent and a speaker from the department of water supply were present at the premiere and spoke briefly to the audience. After the movie a mimeographed check list was distributed to all students present with instructions on how to save water. Arrangements were made to send the film to other schools.

"Civic Club members were at last satisfied that they were doing everything possible to conserve water on an individual and community-wide basis. Permanent committees were elected to inspect school water outlets and maintain school and neighborhood posters.

"When a club committee visited the deputy commissioner of water, he opened his offices to the students as he would have to representatives of an adult civic organization. Great pains were taken to answer every question, even when doing so meant long, technical explanations. Parents opened their homes to movie taking. Storekeepers gave their windows for posters. An important city newspaper sent a reporter to view the film and the newspaper subsequently published a complete account of it.

"The students were soon aware that they were filling a social need of great importance, beyond the limits of their usual assignments. Their trips, poster distribution, planning activities and movie making occupied them after school hours. The line between school and community dissolved. School activity became community

activity. The students did not play-act citizenship, they practiced it.

"The school authority's role in this project was a delicate one. To lay down a definite procedure would have taken the initiative from the students and would have robbed them of the satisfaction of thinking through a problem successfully. On the other hand, to allow the students to do it all alone would have robbed them of the school's richest facilities. Therefore, nothing was forced on the students. The school authorities assumed a standby position, prepared to meet the needs of the Club as they arose. The idea of a district-wide meetings of schools came from the Club members. Once suggested, it was cleared in short order by the district superintendent. Similarly, plans for activity within the school met with instant response only after the students suggested them. Where special training or materials were required, the school's faculty provided it immediately. Where possible, problems of water conservation were introduced into art, English, science, mathematics, music and health education classes.

"All responsibilities were assumed and fulfilled by the club membership, although the school and its facilities were always accessible for aid and guidance. That the program was a success attests to the ability of young people to contribute positively to their community. Long after the boys and girls take full tub baths again, and the water shortage is forgotten, this exercise in citizenship will continue to propel them along into a clear-thinking, alert community life."

Introducing Youth To the Community



MANY SCHOOLS encourage their young people to render services to their community. Whether these are services for the school itself, for other agencies in the community, or for general neighborhood or community improvement makes little difference. The community is given an opportunity to see its young people in action.

In most cases, the youngsters serve as executors of preplanned tasks. For example, the boys' and girls' clubs of Allegan, Michigan, perform many services in and out of school. They include magazine sales to pay for a public address system, clothing drives, cadet teaching experiences, collecting white elephants for a blind fund, gathering magazines for the hospital and county infirmary, waste paper drives for the camping fund, participation in programs for club meetings, building picnic tables for the state highway department, preparing and sharpening tools for the general public, tree planting, free printing of tickets, assisting with hobby day and patriotic observances, distributing pamphlets related to a bond issue or information about the new school, sale of seals for the tuberculosis and crippled children fund, collecting for the March of Dimes, duplicating a large volume of pro-

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grams for numerous organizations in the community, and posters and art work for various exhibits.

In the Wilkesburg School District, Pittsburgh, Pennsylvania, two hundred seniors conducted a traffic count for the parking authority. In Clayton, New Jersey, an industrial arts class was released from all classes for six weeks to help construct a youth center, sponsored by a local civic club. Regular subject matter courses were coordinated through the industrial arts teacher. The boys selected individual research projects related to the project, on subjects such as lumbering and the making of nails, cement block and roofing materials. This research was done for social studies and the same report served as a composition for English. Extensive correspondence with commercial firms offered opportunities for further work in English. The project, of course, presented many mathematical problems which the mathematics teacher used to advantage. On rainy days when construction work was not possible, the boys studied in the library and conferred with their various teachers.

East Orange, New Jersey

AN ELABORATE social studies program is reported by Mr. Moe Frankel of East Orange, New Jersey:

"The social studies department of the Clifford J. Scott High School initiated the 'Youth Volunteer Service' project four years ago. This is an activity designed to carry social studies instruction beyond the school into the life of the community. It provides an opportunity to put into practice the theory that is developed in the classroom. The project is the beginning of what will ultimately be a laboratory for students to investigate the roots of their community. It provides an opportunity to stimulate a citizenship that will be active and purposeful.

"Young people of seventeen and eighteen are given the opportunity to serve with a number of social and civic agencies in East Orange. The program began with a few venturesome social agencies, particularly the settlement houses. Each year, the number of cooperating agencies has grown. Today recognized community agencies and organizations such as hospitals, community houses, visiting nurse associations, family service bureaus and anti-tuberculosis offices participate. The city clerk's office, shade tree commission, water department, city tax office, city welfare department and other governmental offices also utilize the services of these students.

"In order to avoid misunderstanding between the participating agencies and students, a clear-cut set of standards was devised to define the responsibilities of the agencies and of the students. This set of standards serves as a basis of mutual understanding when the student reports for his assignment, and provides a ready frame of reference for the parties concerned in evaluating the experiences in which they have participated.

"At present all work is done on the student's own time. A limit of two hours per week for twelve weeks is usually recommended, although in many cases additional time is allowed. Many students develop such an interest in their assigned agency that they spend many more hours on their projects than originally scheduled. In several

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instances they have given up days of their school vacations to help out.

"Many types of work and services are performed by these students. Of course, office work of all sorts is performed. Then there is hospital assistance to patients and hospital personnel, recreation supervision in community houses, assistance to visiting nurses, supervision of hobby programs, general assistance in the board of education offices, program planning for a retired men's and women's club, help at the workroom for the blind, assistance at day nurseries, city-wide surveys for the shade tree commission, reception responsibilities at the city welfare office, assistance in the city tax offices, registration of voters in the city clerk's office, and a host of other service opportunities.

"At or near the end of the assignment a lengthy conference is held with each student, during which time he attempts to evaluate his experience. He reads and discusses the agency's report to the school and tries to see where he can make improvements. These conferences are productive from the standpoint of the student's personal growth and development. He sees himself through the eyes of an outsider. Many times these reports have enabled the faculty to revise its judgments about students. Hidden talents come to light. Character traits hitherto unnoticed become evident. Youngsters who are not academically inclined or who, for some reason, do not get an opportunity to demonstrate their ability in school, often prove that this chance was all they needed. Guidance takes on a new meaning and becomes more effective in the light of a realistic situation."

"In evaluating the program, some of the letters sent in by students and agencies are used. A letter from the

director of the Orange Family Social Settlement stated, 'At the outset we took on the project with reservations as to its possible success, but in the three years of our mutual association we have had our fears allayed and now have high respect and regard for these students because of the fine attitude of community-mindedness they brought to the task, and the interest and ability with which they tackled the job of group leadership.'

"A recent graduate of the program wrote, 'My experience did much to help me find myself. In some way or other life took on a real meaning. I felt that a drive had been developed within me to use my abilities in furthering a worthwhile activity that would be part of me in the future. I felt as though I was accomplishing something valuable and through this I became important to myself. Above all else I have realized that I gained a great freedom—freedom from indifference.'

Youth as Partners Working With The Community



TO ADOLESCENTS much of the activity carried out by them falls into the category of play-acting. This disturbs the adolescent, for he is a purposeful creature and can detect the difference between the real thing and make-shifts. Consequently many of the techniques used successfully in the modern elementary school cannot be transferred to the secondary school program. The underlying adolescent psychology must be re-examined before any activity technique can be justified.

The adolescent gives great importance to the place in which he lives, his school, his friends, his neighborhood and his community. He feels betrayed if his interest is discouraged, or if he thinks he cannot or is not making an important contribution to these institutions. School programs which fail to give opportunities to youth to contribute significantly to the improvement of these institutions deny him the rights of his citizenship. The poor citizen of sixteen rarely becomes an effective citizen at twenty-one or thirty-five, although this is not to say that he cannot become so.

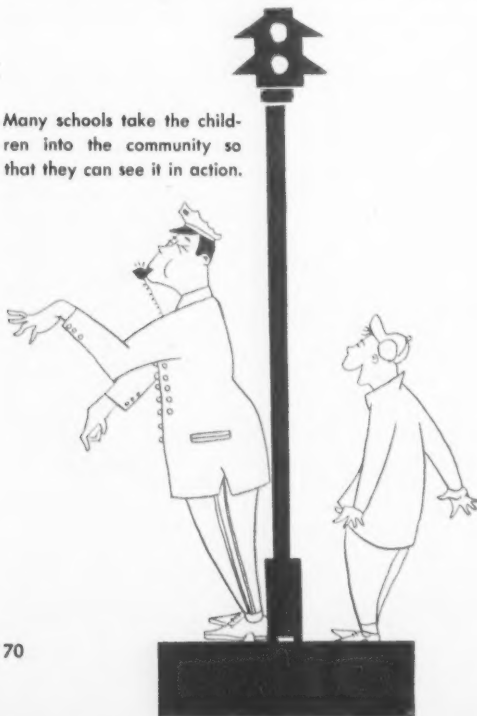
Sharing responsibility with youth is a community obligation. Schools can lead and a few *are* leading the way in this area.

Clarkston, Washington

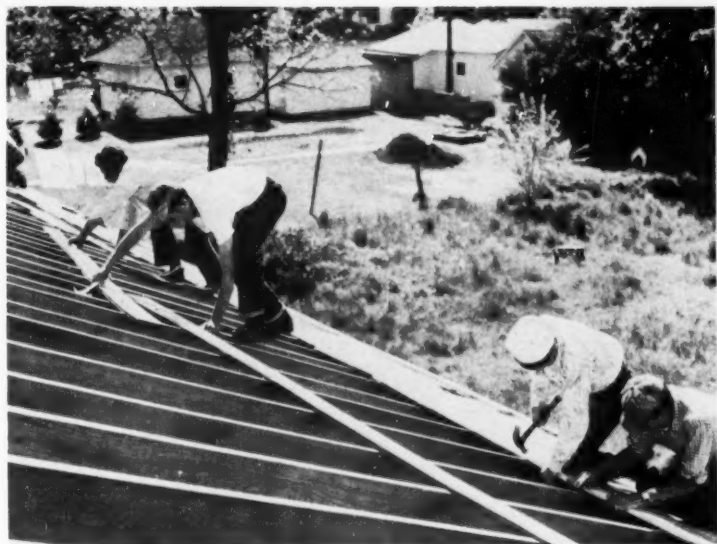
FOR INSTANCE, last spring the attendance in the primary school PTA of Clarkston, Washington, dropped to 25. The meetings had been held afternoons at two o'clock to enable mothers of young children to attend while children were in school.

This was most unsatisfactory. The business meeting and part of the program were over before teachers could leave their classes. Children in the primary grades who were on the program had to be taken care of until the mothers' meeting was over. Also, it was felt that teachers and fathers should be able to attend a parents' group.

Many schools take the children into the community so that they can see it in action.



In Clayton, New Jersey, industrial arts students were released from formal classes for six weeks while they helped build a youth center.



The new PTA president for 1951-52 had served on the "Build Freedom With Youth" planning committee.* She knew the young people and knew how the planning committee was attempting to broaden their activities. At a meeting she asked the young people to help the PTA work out their problem. They readily agreed.

The PTA meeting time was changed to evenings at 7:30, so fathers could attend. For parents with little children the baby-sitting problem was an obstacle, so they were invited to bring the children along. The youngsters contacted their youth employment agency and through it placed capable young people to care for the children during the programs. The older girls took the young children according to ages, told them stories, played games, supplied toys for the tiny ones and served refreshments. They kept the children so well entertained that there was not the usual running back and forth into the adult meeting.

The existence of this regular nursery during meeting hours has been a great aid to parents, and also has given valuable experience to the boys and girls who helped. For this help the youth received a nominal fee of one dollar each per evening.

As a result of the nursery program membership immediately increased by 30 new families. Attendance of mothers, fathers and teachers grew to 125 at regular PTA meetings. Primary pupils still appear on the program and the teachers may also attend the meetings.

Lexington, Kentucky

IN THE FAYETTE COUNTY SCHOOLS, Lexington, Kentucky, the board of education asked its superintendent to make recommendations for a revision of the board rules and regulations. The superintendent in turn appointed a representative committee made up of teachers, principals, members of the administrative staff, representatives

from the PTA, representatives from the local council for education, and two seniors from the local high school.

Meeting regularly each week over a period of about five months, the committee reviewed the existing board policy, made recommendations for revision, and formulated recommendations for new policies where no policy statements existed.

At the outset of the meetings the two high school youths attending were hesitant to participate. They stated flatly that they felt they were "in over their heads," but as time went by and the committee members came to work well together, these young people began to participate more freely. They questioned the superintendent and other members of the group about such things as sick leave, emergency leaves, and other fringe benefits for teachers. The youngsters made their most outstanding contribution in the area of policies affecting pupils. They worked closely with the group coordinator outside of meetings to study other systems' policies affecting pupils. They summarized these policies, talked with members of their classes, evaluated the statements as best they could, and they presided during committee discussions.

The time came for the superintendent to present his recommendations to the board of education. He asked each committee member to discuss with the board the area of policies immediately affecting the group he represented. One of the two youngsters presented the policies affecting pupils.

In studying the process observations of the twenty or so meetings it was found that the two youngsters had made as many positive contributions to the work of the committee as any other two representatives. Both stated when the project was over that it had been "hard, time-consuming work," but that they welcome an opportunity to serve again in a similar capacity. They also stated that they felt this kind of experience would be very worthwhile for other students.

*For details see the "Clarkston, Washington, story," page 74.

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Oregon's Tillamook Burn

While some school systems may encourage youngsters to share in policy formulation, other communities encourage their youth to share in a variety of projects. That which sets apart the work of adults and of youth in these situations is intangible. Indeed, the activities of youth which are cited in the following practices do not differ from a multitude of practices elsewhere. Tree planting is tree planting, whether in Michigan or Oregon. Several youth-adult groups have sponsored youth centers or canteens. Participation in various community drives is a common experience of many youths. The difference here lies in the acceptance of youth by adults as fellow citizens, as partners in a common endeavor, as individuals whose opinions and actions are worthy of consideration.

In the three case histories which follow, this distinction will become clear. The Tillamook Burn project, the Clarkston story, and especially the Chagrin Falls story, reveal that a new concept of youth-adult relations is

emerging. That this is only a beginning, the people involved in these stories would be the first to admit. In two of these stories the school plays a dynamic and cooperative role; in the Chagrin Falls story, the work was carried on despite rather than because of the school.

Three Outstanding Case Studies



THE IMPORTANT THING to remember in reading these stories is not so much what was done as how it was done. It becomes apparent that the investment made by the people working with these youth is a broad investment in youth, and not solely an investment in physical resources of the community.

out of the ashes of the tillamook burn

IN THE FALL OF 1950 the chairmen of the science clubs in the Portland, Oregon, public schools met with the science supervisor to discuss problems and projects which each club might undertake for the coming year. During the progress of the meeting conservation activities were discussed and the Tillamook Burn was mentioned as a possible project. The idea of helping replant this fire-razed area aroused the enthusiasm of the young people. The immensity of the job, the many problems concerning transportation, trees, class schedule, adult supervision, and state agencies did not deter them from wanting to do their share in replanting the "Burn." Perhaps it was the spirit of adventure which spurred these young people on, and then again it might have been that they honestly felt that here was a real job to be done, one which would not only be of immediate benefit in helping beautify the area, but would be of help to future generations.

It is a long way from the idea to the actual planting of trees. Many adults would place little confidence in the ability of high school students to tackle a project of reforesting three hundred thousand acres of burned over land, fifty miles from their school. This the students were to find out through experience. After they had

carried the idea back to their respective clubs and had gained acceptance, there remained innumerable problems which had to be met and solved. School administration had to be convinced. Student participation was extended to all interested students. Money for transportation had to be raised, people in forestry and lumber industry had to be won over, and a working plan acceptable to parents, teachers, industry and administration had to be laid.

In the meeting and working out of their problems the students realized that adult help would be needed to reforest the Tillamook Burn. An adult planning group under the chairmanship of the supervisor of special projects helped raise money for transportation. The Forestry Department and the Lumberman's Association provided young trees and planting equipment. Someone had to teach these young people how to plant trees, and here, again, they looked to adults for help and guidance.

The first meeting of the adults to discuss the problem

This report on the Tillamook Burn Project was prepared by Amo deBernardis, Director, Instructional Materials, and Donald Stotler, Supervisor of Science, both of the Portland, Oregon, Public Schools.

The wasteland of Oregon's 300,000-acre Tillamook "burn" . . .



was not one of great enthusiasm, but as more detailed plans were made the idea began to meet with genuine interest, especially when it appeared that the students really wanted to do the job. Professional educators, foresters, citizens saw in this type of project an opportunity for young citizens to participate in an activity which would not only help the community but would also give the students practical experience in community service.

Once the project got under way there was a chain reaction. School and community teamed together to help the students with their work. Here are some of the highlights of what happened.

A program was organized to train interested students in the techniques of planting. This training took place at the Portland Forest Park. After high school students learned the tricks of the trade, they in turn began to teach

classes in the seventh and eighth grades. More than 18,000 trees were planted this initial year. More than 500 man-hours of work were spent by students on holidays and weekends planting trees in the city forest.

The state department of forestry next purchased a ranch in the Tillamook Burn area to serve as headquarters for students when they went out to the Burn. Tools and trees were furnished and a trained forester was on hand to assist. Each of the nine high schools was assigned a 40-acre plot for the initial phase of the planting. As these areas are planted other plots will be allocated.

The school budget usually does not provide money for transportation for projects of this kind, and funds had to be arranged so that buses would be available to transport students to the planting area. Many civic-minded groups came forth with funds to help the young people. Some



. . . is gradually being replanted by eager young people.

Involvement of Youth

Clarkston, Washington

adults went out with the students to assist with the planting. It was a real sight to see the adults and youth working together on a project of common interest.

Although the project is only two years old and all students who work on it are volunteers, over 81,000 trees have been planted. This is only a token planting. As the interest grows, more and more students will be working in the Burn. Perhaps in a few years it can be said that every young person in the public schools will have had this experience and can say, "I helped plant those trees and I want to see that they are protected and used wisely."

As a result of the Tillamook replanting activity students carry back to their classrooms an experience which can be capitalized on by all teachers. The problem of conservation comes into clear focus. Laying out of plots, figuring percentage loss, keeping logs and diaries, all tie in with regular classroom work. Making arrangements for trips involves the best kind of teacher-pupil planning. Fundamental tool subjects are put to practical use in solving problems which arise.

A student planning committee composed of two students from each high school meets after school about every three weeks during the school year. Attendance is good, possibly because the students have participated directly in all major decisions except finance. This group decided, for instance, on a separate plot for each high school rather than a common plot. They felt this would enable each school to care for its plot as a farmer cares for his acreage. Dead seedlings can be replaced, selective cutting can start later. Perhaps recreation areas and summer camps will follow. The student planning group also suggested and has put in practice a system of having sixth, seventh and eighth graders plant on their own plots under high school supervision. It works beautifully.

Expansion Seen

The role of young people in replanting the Tillamook Burn is only a small one at the present time. With proper guidance and assistance from adults this work can expand many-fold and a real contribution to their community can be made by these young people. Neither rain, snow nor hard work have dampened their desire to do their part. It remains for the community at large to encourage and give them recognition for the fine work being done.

clarkston repatriates junior citizens

THERE ARE ABOUT ONE thousand boys and girls between the ages of twelve and twenty-one in this rural town of 5,000. Clarkston is in the southeastern corner of the state of Washington where the historic Lewis and Clark trail crosses the Snake River near the confluence of the Clear Water and Snake Rivers flowing toward the Columbia. It is a small town of one square mile within its incorporated limits. Its population is about 10,000 if the suburban area is included. Clarkston's economic resources include dairying, poultry and stock raising, soft fruits, vegetables, wheat and pea farming. Two meat packing and processing plants, some lumbering and milling and a box factory have the major payrolls. Bordered by towering hills, the valley is protected from harsh winters and the district is often called the "banana belt."

In Clarkston there is one senior high school, one junior

high school, three elementary schools and one parochial school, with a total enrollment of approximately 1,800.

Many of the citizens shop and work across the bridge in Lewiston, Idaho, a somewhat larger, more industrialized city with a trading area population of 72,000. It is the home of the famous Pot Latch Forest Inc. white pine mill, the largest of its kind in the world. This mill is the largest payroll source in the valley. The friendly co-operation between the twin cities has resulted, as in all such cases, in the dependence of the smaller town on the larger. Clarkston needs many things in its own right that a town its size would have if it were not located so near a larger city.

Clarkston's six federated women's clubs are all study clubs. Their total membership is about 132. In May, 1951, each club elected a representative to a committee to plan projects. Fourteen student leaders from the ninth grade were chosen also because of the excellent way in which they expressed themselves in a panel discussion at a PTA meeting.

The group met for the first time May 14, 1951, to dis-

The Clarkston story, like that of Chagrin Falls, was an entry in the "Build Freedom with Youth" contest. It was written by Mrs. Melvin Warfield.

cuss plans for the "Build Freedom with Youth Contest." One of the boys suggested a survey of available summer jobs for young people. A girl suggested a vacation employment office. Two girls volunteered to take charge of the office on a commission basis.

Youth Employment Bureau

The next day the fourteen young people and friends they enlisted started out with employer blanks and canvassed homes and stores for a listing of all jobs available to teen-age boys and girls, such as baby-sitting, lawn mowing, ironing, pulling weeds, window washing, running errands and janitor work. Application blanks were passed out in school for all students who wished to sign, stating the kind of work preferred, experience if any, and giving three character references. Four hundred young people signed application blanks for work, most of them having had little or no experience. Some changed their plans later, were kept busy at home, or were out of town when called. Before the office opened, 25 prospective jobs were listed.

In August the planning committee of youth and adults met to decide on a second project which they felt should come up to the standards set by their first one, the employment agency. "Have you taken a good look around your neighborhood lately?" one girl asked. "I think an inventory of eyesores would be good." "Perhaps," suggested another, "people would clean up their yards and alleys if they knew we were putting their eyesores on maps." So the idea was born and plans immediately started with streets assigned to each boy and girl. They brought in others to assist, and about twenty more joined the original fourteen. Large pieces of cardboard were purchased by the youth and maps drawn on which they put symbols to represent different types of litter—the hated puncture weed in streets and alleys, uncovered garbage cans, messy yards, trash burners, vacant lots, tall weeds, chickens or livestock (violation of city ordinances).

The neighboring town of Lewiston was having a great deal of trouble with rats, so Clarkston youth not only covered the city limits but explored the city dump, airport and river banks.

Trudging up and down the streets and alleys was a tremendous task. People had heard enough about the youth employment agency to know that the young people meant business. When they realized their own property might be listed, many of them began cleaning up the premises. Others went out of their way to show resentment toward the boys and girls, waiting for them to reach their places to tell them not to set foot on their property. The sincerity of the youth, however, won them over in most cases.

Information Withheld

The project hit many a snag before it reached the map stage. The boys and girls delegated to secure information about city ordinances covering nuisances met with coolness toward their project and positive refusal to aid. They were told curtly they could not see the ordinances, but would have to send an adult. One of the adult members revealed this to her father, a printer. When he brought up the necessity of having copies of the ordinances available to the citizens of the town he was ac-

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cused of drumming up business for himself. Finally our "Build Freedom for Youth" contest chairman telephoned the city councilman in charge of sanitation and convinced him the youngsters could be a great help to him in sprucing up the town. He willingly told her about the city regulations on garbage and trash disposal, and the prohibiting of chickens and livestock within the city limits.

The boys and girls found that in a few sections of town there are no alleys, so garbage cans are set out on the morning of collection day. Some people leave the cans out on the sidewalk continuously. Dogs tip them over onto the walk, and pedestrians must hold their noses and get around the mess as best they can.

Setback at City Hall

The youngsters were persistent, even deciding that if grownups could attend the council meeting to voice their grievances, they could too. They did attend and came away from the meeting amazed and crestfallen. While they were there to ask backing for a spring clean-up week, the City Hall was nearly full of angry adults protesting the small assessment for a newly installed sewage disposal plant.

But the youngsters had gained more than they supposed. The City Council had observed that many property owners had already begun to clean their yards under pressure of this youthful enthusiasm. The Council realized that the serious concern on the part of these young people over the city laws being broken by adults should have consideration. The Clarkston City Council ordered the city attorney to contact people who were flagrantly violating the sanitation laws either through ignorance or willfulness.

A former city engineer made a large map to which the youth could transfer the information from their sectional maps. When this was completed and turned over to the Clarkston City Council, the men quickly scanned it for their home sections and some laughed self-consciously when they found their own properties marked for clean-up. The snow and rainy season would not be over for several weeks, so they set the clean-up week to coincide with the school's spring vacation, April 7 to 11.

This pleased the young people who had been pushing the idea that every boy and girl in town should help clean up his own place. Those who wished could sign up with the youth employment agency for hire to people who needed them. They determined to make the clean-up campaign so successful that the Clarkston City Council would make it an annual city procedure. In the meantime adults were looking on with surprise and satisfaction at this development of responsible citizenship in "mere children."

In the October meeting of the "Build Freedom with Youth Contest" planning committee, while survey maps of Clarkston were being made, the young people elected a sophomore boy and girl to represent them at the Clarkston City Council. The mayor and council had become very cooperative with efforts to make Clarkston a better place to live and to have the youngsters take part

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in planning. They asked the student representatives to serve also on the adult city planning commission studying future projects for the town.

This led the Clarkston City Planning Commission to ask students in the social science class to take a census of children in Clarkston for use by the city board and city officials to determine the need for new school buildings and the centers of school population in which to locate them.

Youth City Council

In the November meetings of the planning committee the student representatives made their report. A girl suggested a youth city council. This suggestion met with instant approval. A boy remarked, "It seems like a wonderful idea to me because we won't have to bother with all the grippers that the Clarkston City Council has to put up with, and we can plan things we're interested in doing."

After discussion the youth decided that each grade in the junior and senior schools, seven through twelve inclusive, should be represented by two girls and two boys elected by written nomination, observing the same eligibility rules that are required for school activities. This means that citizenship behavior as well as scholastic standing must be average or above.

The highest eight, four boys and four girls in each room, were contacted and asked if they would serve if

elected and assume responsibilities. Their names were placed on ballots for election to the council. After balloting the two highest boys and girls became regular council members. The third boy and girl were alternates to attend meeting and take part for the regular members in case of illness or absence, or to assist wherever needed.

One junior high and one senior high school teacher were chosen to advise the youth city council along with the president of the parent council and the "Build Freedom with Youth" contest chairman. The planning committee voted for officers to correspond to the city council from its group of twenty-four regular members with alternates replacing and filling in when necessary.

The youth city council was elected in the latter part of November, and the organization meeting was set for December. The planning committee met also in December and agreed to assist the new city council with all future projects. This group decided to collect questions for a youth forum to be held after business meetings.

The Greater Clarkston Association had been created to sponsor a jubilee pageant and celebration. Beginning with a group of forty business firms offering prizes for a city slogan contest, the Greater Clarkston Association now had one hundred units of civic and fraternal organizations, with membership of a few to 800 men and women. Many of them were already working on the script for an historical pageant and other details for the proposed four day celebration, at which the governors of three states were to be guests as well as Miss America.

The youth city council paid for membership in the association, and appointed two members to attend the association meetings and assist with the script for the pageant.

chagrin falls replaces rivalry with cooperation

THE CHAGRIN FALLS PARK ALLOTMENT is situated about one mile south of Chagrin Falls, and is not even in the same county. It is a Negro community of seven hundred and twenty-two people. Its children attend their own elementary school and the high school in Bainbridge, Ohio. They have churches, city officials, and a few little stores. They walk down the hill to our quiet town to shop, to reach public vehicles, to attend the movies and, in isolated cases, to work.

Chagrin Falls itself is an old fashioned American

This story describing the community-improvement efforts of the Chagrin Falls, Ohio, Women's Club won first prize in the nation-wide "Build Freedom with Youth" contest recently co-sponsored by the Kroger Corporation and the General Federation of Women's Clubs.

town—predominantly residential—with highly cherished traditions, old-settler families and rigid middle western mores. Although it now serves as a haven for those who commute to Cleveland businesses, it remains very much a small town rather than a suburb.

On several occasions citizens of our town have attempted to help the Park residents, but the situation there is so complex that it is hard to find a beginning.

One might wonder why the residents of the Park allotment have stayed through the years. The schools are inadequate and there have never been recreation facilities. There is no public transportation. Only the main road is paved; the others are practically impassable in wet or icy weather. A fire engine is their proudest possession, and their first fire house is now under construction. A midwife delivers many of the babies.

There are one hundred and twenty-two people re-

ceiving public relief. We must try to understand their backgrounds before we criticize this. Poor employment practices and poverty, plus the resultant lack of good diet, medical care and education are prime factors. Realize, too, that Cleveland and its industries are some twenty miles away and cars are costly. Those who own them do a thriving taxi business. The nearby towns are purely residential and women can find domestic work. The men are usually at a loss for employment. Many of the youngsters have had college training but are doing menial work. (One had a year and a half of teacher training, not enough money to finish, no work at all for some time, and now has a job as a maid. Another lacked funds for completing his dental laboratory technician course, had no job at all, was unable to accept a white collar job due to lack of reserve funds and is now glad to have a laborer's job in a paint factory.)

Overcrowding a Factor

There is much in-group conflict. A representative of the NAACP states that the narrow lots and overcrowded living quarters endured by these people contribute to the situation. The conflict is reflected in the behavior of the youngsters. The churches, clubs, shops, and various cliques in the Park are highly competitive.

The first successful campaign against isolation and discrimination came with the founding of the Chagrin Falls Park Allotment Community Center, a non-profit, inter-racial organization which was founded in 1951 by sympathetic citizens of the surrounding residential communities.

In November our youth project was incorporated as a part of the Center. We contacted the summer director of the Center and discussed with him the problems of the Park allotment. He explained to us that teen-agers were completely without recreation facilities. They had no meeting place and were limited by community shortcomings in seeking wholesome social outlet elsewhere. The churches take a rather victorian stand concerning dancing, card playing and other harmless social play. It would take a full report to portray the schools with their lethargic, defeated attitude, their lack of proper teaching, vocational and avocational, and inadequate heating and plumbing facilities. Unfortunately the saloons do a scam-busting business, and the teen-agers are not always unwelcome. The director informed us of the presence of bootleg whiskey sold freely regardless of age. He touched upon the in-group conflict which, coupled with the lack of social opportunity, provided us with a real challenge. Adult conflicts were reflected in the boy-girl relationships, too, with the result that both groups tended to remain isolated or dated elsewhere when possible.

Sheer survival in the Park presents so many real struggles that little time, patience or money can be spared for adolescent whims. However, the urge to feel needed, valued and purposeful during these trying years continues regardless of more tangible pressures. Our club studied the "Build Freedom with Youth" contest recommendation confirming these needs, and we arranged a meeting with the young people.

The meeting came to order in the library of the Community Center. Five girls and two boys and the director met with three members of our original committee.

Although we were prepared to offer ideas, we were

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highly pleased when the youngsters left no opportunity for us to voice them. A canteen was their universal request, and a motion made and seconded by the young people launched the "Riviera Canteen."

The Center director suggested that we get under way soon while interest and faith were high. The young people decided to start the following Wednesday night. One of the girls suggested an age limit and it was decided that only those between the ages of fourteen and twenty-one would participate. They decided upon a fifteen-cent admission fee with coke sold for ten cents and sandwiches offered at actual cost. The question of hardship cases was presented and the youngsters voted to admit these free in exchange for work during the evening, such as collecting fees or serving. All were concerned about the adults who might attend, and this seemed strange until we learned more about the community set-up. An ancient record player was on loan at the Center and the youngsters offered to bring their own records and make do until their treasury grew.

Canteen was scheduled for Wednesday and Friday nights from eight-thirty until eleven-thirty, until the beginning of school, when the Wednesday sessions would be dropped. We had hoped that they would select Saturday night, thereby eliminating the hazards of Cleveland celebrations on that night. We tried to maneuver this, but they showed no interest. After all, we were building with, not for, and it seemed wise to sell Canteen first, Saturday night second.

With these details attended to we turned to the selection of housing. The director offered the use of the garage at the rear of the Center. The small building, 21' x 21', was a grim edifice with cement floor and small windows,



"They danced to the music of an old-fashioned phonograph."

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utterly colorless, and crammed with castaways.

On opening night a small group of canteeners cleaned the garage, festooned it with purple and gold crepe paper, and supplied it with card tables, folding chairs, checkerboards and any means of entertainment which could be had free. An old tub was brought for cooling cokes and when we arrived we were confronted by a shabby but spirited picture of festivity. Forty-three teenagers played cards, listened to records and danced.

Except for varying attendance rates and occasional special entertainment nights, Canteen has continued along these same lines.

Older-Generation Interference

Before the Canteen had been in operation one week there were rumblings from certain people concerning the immorality of card playing and dancing. One of the prominent Park men spoke to us firmly about the inadvisability of pampering adolescents. Another said soundly that Canteen was just "an organization of horse-play." One night when several of us appeared to chaperone we were met by a sizable group of uninvited adults bent upon "proper" chaperonage. Our youngsters refused to enter but sent in many comments, such as "what time's the prayer meeting over?" and "is this where the missionary society meets?" We were more than embarrassed but met both factions squarely and devised a fair working arrangement. To the adults we explained that we were there only to encourage the youngsters to enjoy themselves wholesomely in the spirit of community improvement. To the youngsters we explained the need for some adult Park chaperonage.

Self Help Is Begun

We found that some of these people were willing to accept a white leader while others preferred a Negro one. We encouraged the canteeners to invite their favorite adults to chaperone with us and there began the Park committee—our "mother chaperones." One of the men in the community agreed to work with us too.

We regard the chaperone committee as the backbone of our Canteen. The roads to the canteen are unforgivable, and when we are delayed, these women are there to supervise until we arrive. They are on the spot, too, to defend the canteeners in the face of their many community criticisms, as we have not yet convinced everyone that ours is a worthy cause. They can and do speak to the youngsters more candidly than we when necessary.

It is difficult to enter the Canteen—filled with these predominantly happy, friendly, responsive youngsters—without weakening the barriers of prejudice. Some of the youngsters have learned through our cautious guidance that they share obligation as "interracial ambassadors." Some remain detached and we cannot help admiring their dignity.

Our biggest puzzle is that of shyness—but it is destroying itself as time passes. Jitter-bugging contests have been entertaining, but we very often find two thirteen-

year-old boys leading in the competition, as others are not only shy, but too dignified to fall for the free refreshments bait. Little by little we have inaugurated more formal entertainment. One boy and one girl overcame shyness enough to play the piano. The Park pastor brought his ukulele and organized group singing—but our songs are not known in common and we have had to improvise on such tunes as "Caledonia" and various boogie and spiritual tunes. We felt pretty antiseptic armed with our tidy books of recommended camping tunes.

We now have a more than spirited entertainment chairman who has large plans for talent night—and it is our belief that he, a sort of professional scamp, will conquer even this breed of shyness before long.

Coping with Serious Trouble

When the canteen was about a month old we began to detect the presence of liquor. There were no fights, no brawls, no scenes, but there was a constant milling in and out of the Canteen. We hesitated to probe too noticeably, lest we spoil the spirit of the Canteen, but our concern grew. The only bathroom on the premises is situated on the second floor of the Center building, several yards from the Canteen itself, so we had to expect a certain amount of milling.

Our eyes were opened wide one night when one of the mothers reported, following her routine check of the grounds, that the youngsters were mixing liquor with cokes, but that was all she mentioned.

The next day one of the mothers had a conversation with the new Center director. He told her that the mother who had reported the children for mixing liquor with cokes had not told the whole story. She had almost completed her rounds when she encountered a distressing situation involving three of our boys and one of our girls. Sex is sex and we would not have reacted so violently if the situation had been less unnatural. The boys had been drinking, the girl, fourteen, had never before presented any problem to the community. This incident, traveling



"... several uninvited adults bent on 'proper' chaperonage."

via the hidden "grapevine," resulted in the abrupt emptying of the Canteen. This system can fill the canteen as swiftly when the news is good.

We were disappointed in the mother's failing to discuss this with us. Later she explained her thinking. She hoped to keep it quiet in the community; slander suits are not unknown, neither are paternity suits; other white people have shown interest in Park welfare only to fade in the face of such troubles. To these people in the Park our lives are genteel, petty affairs, and we must be protected from realities.

Enlisting Outside Help

Through contacts with the Inter-racial Board of Trustees we had become acquainted with the executive secretary of the Urban League of Cleveland. His advice and contacts have been of great value to us throughout our projects. He agreed to plan a program of sex education for the adults. In the Park the general approach to sex matters is necessarily different from ours. Homes are crowded. From childhood on the sex act symbolizes female maturity. A child is punished for misconduct by dismissal from school for a certain number of weeks. The mothers and fathers themselves are frequently misinformed—making this responsibility more involved.

In less than a week this program was under way. We had a conference with the Center's new director. We explained that the boys of our Canteen seemed better adjusted than the girls. They appeared more at ease with the chaperones, more willing to accept responsibility, generally less shy and better groomed. The new director organized a program of grooming, working up to sex education gradually, recruiting his group from the Canteen membership. Our Club had hoped to work with him on this, but scheduling at the Park is very uneven, and while the girls chose five o'clock, our Women's Club volunteers all seemed to be married to men who resent cold stoves at dinner time.

The Canteen Survives

The Center board then assembled and invited us to discuss the varied behavior problems we encountered. As best we could, we tried to point out that these problems exist in all communities; that liquor is only an escape for the youngsters; that they need a wholesome meeting place all the more; and that the whole program should not be destroyed because of the few who violated privileges. Out of this meeting came many ideas. We lamented our physical shortcoming and the men volunteered to remove the many old pots, pans and boxes of flotsam and jetsam that littered the grounds. The board agreed to pay for paint if the youngsters would attend to the purchase and labor.

The Center director talked with our committee and gave us advice on our project. He explained the individual backgrounds of our problem youngsters, and advised us to work with their parents whenever possible. He told us that they rationalized their misconduct by asking, "What else is there to do?" His final advice was, "Work hard to win their confidence and within a year your worst problems will be your best leaders."

The "Build Freedom with Youth" contest literature stressed the importance of developing leadership and responsibility, but how? Turn down the lights, turn on

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some music, and the place would be packed. Mention a business meeting and only the usual loyal five or six would attend.

The director offered to bring talent from Cleveland's Friendly Inn and Karamu House. This was designed to lure the young people in so that they all would be present to elect their officers and appoint their committees.

Our club committee flew into action, interviewing first the leaders of the Canteen group. They were especially interested in buying linoleum with their funds, and were most pleased with the talent night plans. Our committee with the usual small group of young people helping did a fair job of brightening the old garage by covering the assorted tables with clean butcher paper, camouflaging the dusty old windows with red check plastic ruffles, hanging posters depicting Negro leaders of note, painting the rusty old supporting pole silver. The youngsters, six of them, stayed to dribble wax on old bottles in lieu of candle holders, and placed these on all the tables.

The posters which we had made and placed in the schools lured some fifty-two youngsters to the show. The director and his entourage arrived as scheduled. He called the crowd to order (a major feat) introduced himself, and directed a business session. Before the group had time to boo or depart, they had elected their officers, appointed their committees, and the show was under way.

As the time for a planned Hallowe'en party came near, we thought the Canteen looked grim, but realized the need to lead the youngsters to the same attitude. Little by little they began to criticize its appearance, and yet nobody offered to improve it.

At the next Canteen we approached some of the older problem boys, told them we knew of their influence with the younger boys, and asked them to take over recruiting redecorators. We mentioned free refreshments and newspaper photographs of the workers—all very casually. On seeing their faces we felt reasonably assured they would be on hand.

The Effects of Feeling Needed

On Monday five of the girls went with one of the mother chaperones to select the paint. Here at last was proof that our little group was growing toward our hope for pride and responsibility. A more serious crew of color experts had never entered the Cochrane Paint store in Chagrin Falls.

On Wednesday one of our group shopped feverishly for brushes, rollers, sandpaper, hot dogs and cokes. We anticipated six or seven Canteeners and were aghast when twenty-five youngsters crowded into the building. We ran out of paint but persuaded the store manager to open up at nine-thirty p.m.

It took two nights to finish, but they enjoyed themselves. We were most proud of the spirit of responsibility evidenced—one of the girls said, "We'd better get in here early tomorrow night and clean up this mess." Silence. "How many of you will come down here and

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help me clean up?" With that, three spoke, and we knew that a lesson in property pride had been learned. While we were sloshing paint on the rough cement walls, several of the boys were tussling outside and managed to bring down a railing. One of our painters said, "That's a heck of a note. Here we are fixing up the inside while they're out there tearing down the outside." Three boys very quietly unearthed a hammer and some nails and soon the railing was reinstated. In these early days of Canteen we were ever on the alert for encouragement, for despite the discussions of rules and committees many problems prevailed and the officers were slow to assume responsibility. This of course was due to their unfamiliarity with belonging to an organization and fulfilling a positive obligation.

More Problems

We re-opened Canteen on the night of November 9, and a group of around 40 youngsters attended. Our men reported that some couples were romancing in the parked cars and had liquor bottles, but on the whole the group was controlled. Two canteeners played the piano and we did a little group singing. We noticed a group of Cleveland boys, looking isolated, unfriendly, and rather guarded, just beside the serving table on which sat the tea cup containing six or eight dollars of our money. The next time we turned toward them they had disappeared, and so had our money.

One of the local boys saw the Clevelanders leaving carrying the tea cup, and before we could collect our wits the older boys were outside with fists flying. Our men did their best to calm the group, and all seemed well.

Suddenly one of the Clevelanders pulled a pistol from his pocket, began emptying it into the air, and shouted, "Nobody's going to do that to us and get away with it."

"Twenty-five youngsters crowded into the canteen to paint."



The crowd scattered with speed. Canteen closed hastily. One boy found a bullet hole in the shoulder of his coat—but no other damage had been done.

On investigating we learned that the Clevelanders and our Park boys had long been engaged in gang warfare. This storm had more or less climaxed a series of incidents involving fights over girls, overturned cars, an evening of knifing and brawling. This had spurred the outsiders to return well armed, in search of an opportunity to impress the enemy. We had great difficulty in unearthing these details, as those who tattled left themselves wide open for punishment. The fact that some of our boys had been picked up for disorderly conduct resulting from liquor and narcotics usage that same night drew a heavier veil over the situation.

Fifteen of the canteeners, the mother chaperones, and members of our group met with a judge and several of the Center board members that Sunday evening. Naturally, the youngsters were totally inarticulate. One of the boys who had been in the very middle of Friday's fracas said airily, "I don't know who done the hitting. It was awfully dark out there and an arm sort of shot over my shoulder from behind. So I can't rightly say whose it was." Total amnesia overtook the ranks where license plates, names, or addresses were concerned.

The deputy sheriff was called into the meeting. There has long existed mutual distaste and mistrust between our canteeners and the deputy sheriffs, so this created greater chaos.

Enforcement of Rules

We reviewed the unfulfilled plans for posting rules etc., and by the meeting's end the canteeners had agreed to the following: 1) post a printed chart of rules; 2) sell membership tickets to Park youngsters only, making guests and sponsors sign a register at the door. Rule violations would result in permanent expulsion of both parties; 3) tickets would be printed in school and sold for \$1.75 per year or \$.50 per three months; 4) upon presentation of these tickets entrants would receive a slip of paper which would be torn in half upon leaving Canteen. This would enable usage of the bathroom but decrease the trouble-making trips to parked cars.

The young people left and the adults remained to discuss the situation. The deputy sheriff told us forcefully that narcotics were at the root of the Canteen upheaval and that boys in both gangs were in possession of illegal weapons. He warned us that if we continued to come out there we might as well accustom ourselves to the sight of knives, guns and bloodshed. He insisted that both gangs had used narcotics on Friday night. He said that the only safe means of entertaining these young people would be an afternoon party, or an evening affair chaperoned sternly by Chagrin men. He agreed to patrol the grounds each Friday and continue his efforts to locate and prosecute the outsiders.

We did not open Canteen on the following Friday. Two weeks later we opened with a semi-documentary movie, "The Quiet One," hoping the title would take.

The girls had been offended when the deputy sheriff went to their parents to gain information concerning the gang affair, and punished us by staying away for almost two months. During that time we called Canteen "Boystown, USA," and tried to act unconcerned. This

brought no results. When the time came for further re-decoration, we sent word to the girls through the female top man that we needed their help. Several attended the next business session and formed a committee which shopped for and made the attractive plastic drapes which now conceal the grim garage window. They were on hand for painting current castoffs and assembling the finished effect, while the boys installed the cornice boards which they had bought.

Belonging Together

Gang play is a normal development in such a community as the Park. Adult conflict frequently interfering with relaxed friendship among the youngsters is one factor. No wholesome meeting place is another. With the myriad of other pressures which these youngsters endure, we have much unreleased "steam." They see themselves barred from rinks, dance halls, playgrounds and pools in the white community. This amplifies the need to band together and belong together. Where? How? The hunger for individual prestige usually vented through wholesome competition, sports, arts, crafts, remains unsatisfied. Their economic situation permits few "store bought" securities. One real attainable opportunity exists: that of ganging up. The gang forms. What then? The struggle for prestige still suffers from the same community limitations. For free, with little equipment, one can be top man by exercising the toughest, pluckiest behavior. Everything follows a negative pattern from then on—but the drives of these same adolescents can be re-routed, rechanneled, and we have seen this accomplished.

They plan the Riviera Canteen—their money, their rules, their friends, their muscle; together they organized this club. They can earn credit positively for the first time. Plans are now constructive—for fund raising, field trips, special parties (Hallowe'en was the first example of this talented action) and improvements. A boy who once led his gang in fighting now leads his canteen entertainment committee. True, he reverts at intervals, but he makes up for lost time when he rallies—and makes sure the chaperones see him in action. Another boy who was drunkenly incoherent on several occasions last summer is now the best clean-up committee man we have. He and his assorted assistants light the fire in the pot-bellied stove, plug in the ancient refrigerator, and have the canteen sparkling every Friday night. They offer to hike two acres to fetch water for cooking the hot dogs. They work off many in-group conflicts at their business sessions—held every other Wednesday at the Center. We try to introduce a variety of young people into responsible niches, with some success. One of the boys said, "It's all right to ask new ones to help, but it don't do any good. The same guys show up and do the work. If others do come they just hang around." Little by little we see new kids assuming responsibility—and comfort ourselves in the knowledge that the gang's top men have been long in power for the same reasons we find any place—some youngsters are natural leaders.

Feeling a need for more discussions and business meetings, we now have instituted the Riviera Club—with the Riviera Canteen only a part of its interests and activity. At first chaperones attended, armed with outlines, questions, suggestions. Eventually, the youngsters, on their own, studied parliamentary procedure and began



"Three boys unearthed a hammer and fixed the railing."

directing their sessions held at the Center every other Wednesday night. It is hard to realize—even now—that these simple things are totally new to them. Writing thank-you notes was a major challenge to one of the girls. She dallied and delayed the chore until we gave her an outline to follow—and since then she has sped along her notes whenever necessary. This same girl would have continued to evade the chore of entering a "white" bank with canteen funds if one of our ladies had not initially transported her there. Now she beams on reporting treasury progress, and said one evening, "They even sent me a letter, mentioning how much money we have."

The girls and boys work together constructively, and the oldsters around the center have been forced to admit that canteen is slightly more than an "organization of horse play." So have we, and our burden grows lighter each month. The girls buy and help prepare the wieners (usually on the pot-bellied stove) and the plans and dreams are now coming from the kids, without our "concealed pressure." The youngsters have tested our staying power, as have the adults. We all speak more freely. At first we were white women, "do-gooders," whose suggestions were carried out according to color traditions. Now we are old shoes—and if our suggestions aren't worthy, they tell us. They make requests concerning our punctuality, transportation for field trips, and the wearing of name tags so they can distinguish among the many new Women's Club volunteers.

Faith in our undertaking and the potentials and needs of our canteeners have led us to an understanding and acceptance of their shortcomings. One of the girls summarized the accomplishments of Canteen by saying, "We have a better place to meet and get acquainted." One of the boys said, "Yes, and when we get home we can always give a favorable account of ourselves."

We'll never know exactly what they've gained nor will they, but they have grown friendlier, more willing to assume responsibility, more teamlike in every way. And that's a lot.

Working Together Toward Community Improvement

Schools vary in their attempts to exploit all of their resources for community improvement. Some schools cite outstanding use of one or two resources, yet none shows an effective marshalling of all resources at its command. From conferences of administrators involved in community improvement programs, and from observation of several communities, two reasons for this failure emerge. First, there is no common conception of what role or roles the school should play in the program; and second, many communities themselves fail to encourage schools in other than

traditionally assigned tasks. Not only the possibility for the school's participation in community improvement, but also the actual role seems largely determined by social stratification in a community.

The small homogeneous community seems willing to accept the school as an active participant in improvement programs. Further, this community may accept the school as a source of leadership. Stephenson, Michigan, is an example.

Stephenson, Michigan

THIS VILLAGE has an immediate population of about 1,000 people and is part of a larger district of 550 square miles with a 2,200 population. Stephenson is primarily an agricultural community, drawing its chief income from diversified farming, dairying and small business. The Stephenson program began in 1946. Some of the stimulation for the program was initiated by members of the Michigan State Department of Education. The superintendent and his board traveled to East Lansing for conferences with the state department. In addition, they met with persons from the University of Michigan in an orientation program. Later, when the membership of the board was changed, this process was repeated.

The school board and superintendent talked with other members of the community. There was general accept-

ance of the hypothesis that the quality of living in Stephenson could be improved through school leadership and vision. Under the immediate direction of the superintendent a steering committee was set up. This committee was composed of representatives of 27 agencies and groups. From committee discussions four assumptions were made which underlie the Stephenson program: people are motivated mainly by self interest; people are interested in and desire improvement; people need guidance; and people want to participate.

From early meetings the Stephenson Community Coordinating Council took shape. An executive committee of five members was appointed. The board of education agreed to allow the superintendent to serve part of his time as secretary to the executive committee.

The council established seven problem study committees with memberships of ten to twenty-five citizens each. These in turn appointed action committees of three to five members to carry out recommendations of the study groups. The accompanying diagram shows the type and extent of organization in Stephenson.

Not all study groups operated in the same way. Some began immediately to initiate action. Others proceeded more slowly. More and more of the citizenry of Stephenson began to participate. Whenever a citizen felt that some phase of community development needed improve-

ment, he appeared before one of the study groups. Often he became a member of the group. Quite frequently, after his problem had been studied he was designated with two or three others to execute the group's recommendations. A rotation of chairmanships through the years has kept the study groups from being dominated by any one element of the community.

Since the program's beginning, 125 projects, involving about 30 percent of the area population, have been undertaken. Seventy-five varied projects have been completed or brought to a point of successful operation.

The farm use committee, for example, for three years used the high school chemistry laboratory for soil testing and other such purposes. When the demand for such services exceeded the school's facilities a soil testing laboratory was built. Another project resulted in broadening the economic base of the community. Surrounding Stephenson are many square miles covered with scrub pine, which has no market value as lumber, post or pulp. Someone thought that the small trees might make excellent fencing. The citizens went into the business of manufacturing fencing. The first year they grossed over \$65,000. The next year they grossed over a million dollars. A nationally known mail order concern placed a million

Money spent on individual projects is raised through campaigns or voluntary subscriptions. Citizen knowledge, interest and participation in the community program is extensive. There have been many physical improvements; opportunities for work have increased. But Stephenson citizens feel that the chief results of their working together are expressed in tolerant attitudes, a sense of belonging and security, and fewer delinquency problems.

There are communities dominated by a single group. It may be industry, labor or agriculture. In these communities it is not always possible for the school to assume a dynamic leadership role. The school may be thwarted in its efforts to participate in community activities if the controlling group is in opposition. The school may be permitted to participate if it confines its activities to specific tasks laid down by the control group. If the controlling group considers a program of community improvement as valuable for its own development it may accept and encourage the school's participation.

Lyons Falls, in north central New York State, illustrates a one-group control situation.

Lyons Falls, New York

LYONS FALLS is a paper mill town with a population of about 1,200. Most of the townspeople are dependent upon the mill for a livelihood. More than one-third of the mill employees come from other nearby villages in the rural area. For many years the management of the mill ran the community; about 80 percent of the revenue from taxes came from the mill. Community improvement projects which would increase taxes were discouraged and sometimes arbitrarily denied.

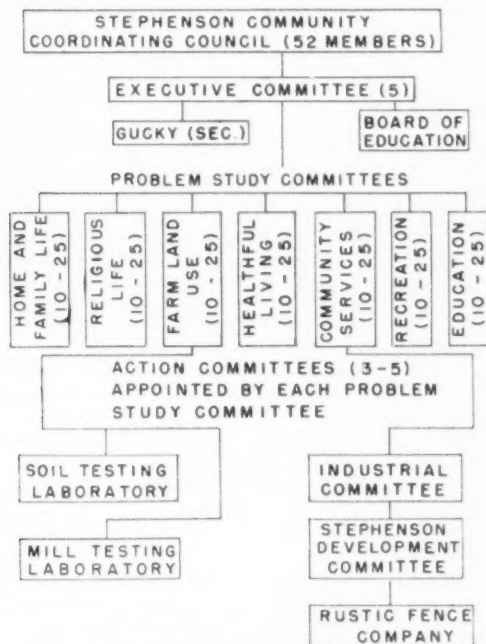
Under such conditions the citizenry reached a state of apathy. Local churches and the school performed the major community social functions, but leadership was conservative. Young people began to leave the town. Business was carried out dispiritedly.

The school made attempts to improve itself and the community. The school principal helped some townspeople form the Lyons Falls Theater Guild. Interest in the historical background of the community and the area was stimulated. A course in local geology was developed. These were but beginnings, and apathy still reigned.

When the paper mill changed hands in 1946, an enthusiastic leadership developed in the community. The new mill management believed its industry would prosper only in a well developed community. The industry was ready to invest time, money and facilities in community improvement and challenged the community to provide its own leadership for a development program. The mill management had no desire to dominate but, rather, wished to work with the community in a development program.

The school was quick to accept the challenge, but emphasized that the local citizenry must share in any development program. Accordingly, citizens helped organize the Lyons Falls Community Council. Several problems faced the Council. The paper industry wanted to build homes as an attraction for personnel, but learned that good schools were equally important in drawing qualified people to the mill area.

The school had operated for years on a limited budget and its program did not offer the special services common to schools of wealthier districts. To provide the necessary teachers for an expanded program, the school



Stephenson Organizational Setup

dollar order, and today Stephenson's fencing concern is grossing over two million dollars annually.

Two factors seem to characterize the Stephenson program. First, there was a conscious effort made to evolve a working philosophy for the guidance of the program. Second, an elaborate structure of study and action committees was developed to study the community's needs and to bring community resources to bear on these needs. The only cost has been that part of the superintendent's salary allocated for his work with the Council.

School-Community Interaction

needed housing facilities and a bigger budget. The community lacked a doctor and a dentist. There was no supermarket; no dining room for community groups. Lyons Falls needed an extensive recreation program for youth and adults. It needed a by-pass for the main highway. The Theater Guild had no regular production hall with adequate seating and lighting. Above all, the citizens needed opportunities to work together and to assume responsibility for developing their township.

In the months that followed the creation of the community council, Lyons Falls began to change. With help from the mill, new houses were built, a doctor was brought in, new teachers were hired. Two supermarkets were attracted to the township. Participation of the citizenry slowly began to expand.

The recreation committee of the council conducted a study and reported its results to the community. A planning committee was appointed with the school principal as chairman to survey the resources of the area. They brought in recreational experts and community groups. The committee's report served as a guide for all activities in developing recreation facilities. Its recommendations were reviewed, modified and accepted in an open meeting of the citizens of Lyons Falls and surrounding rural neighborhoods. The estimated cost of the plan was far beyond what the town government alone could support. The townspeople felt that with the mill's help they could finance and carry out the program.

The whole recreation development program was divided into various phases. The mill furnished a large tract of land. A civic club set out trees, shrubs and flowers. The mill supplied the labor and equipment to level and grade the area for the athletic fields. One rural neighborhood, working as a unit, secured and installed a log design driveway and barriers. The boys and girls of the community developed the picnic areas with the help of the scout leaders. They built tables, benches and fireplaces. All of the labor came from volunteer mill workers.

The recreation program is still in process. The next project is a swimming pool. Since no funds are raised for this purpose by taxation, the pool, like the other packages in the program, will be built cooperatively by citizens of the community.

Together with the recreation program, other improvements came about. The council convinced highway authorities of the need for a by-pass of the arterial highway. Now, heavy traffic flows along the outskirts of Lyons Falls, eliminating major traffic safety problems.

The Theater Guild acquired an old stone meeting house. Guild members became stonemasons, plasterers, painters, carpenters and architects; the mill electricians made and installed a superior lighting system. One hundred second-hand theater seats were purchased and a curtain and drapes were made from the castoffs of a Broadway play. Now, three high-standard productions are given annually.

In Lyons Falls today there is a growing civic pride among the residents. The apathy which prevailed through the years is disappearing. Over 300 citizens

participated in the park development program. Plans are being discussed to broaden the recreation program as a cooperative enterprise with nearby communities. A committee is looking for a dentist to live and work in the community.

Lyons Falls is approaching a new level of action. The community as a whole with school and industry functioning as partners, is striving to improve itself. Knowingly or unknowingly, these people are developing what may prove to be a new pattern of American culture.

The work of the science clubs in Portland, Oregon, the involvement of staff in Schenectady, New York, the involvement of teachers and children in Baltimore, the cooperative work of school and business in Philadelphia and Indianapolis, all verify the fact that schools in big cities can also participate in community development projects. The most effective work, however, is done on an individual school basis. Rarely is a large city school system or a district within a large system involved as a whole. The reasons for this are not firmly established.

Though not as apparent as in the small rural or non-rural town, the social forces in a big city may determine whether or not the school is an effective participant in community development. In Stephenson, Michigan, a homogeneous community, the school was welcomed as a leader in community affairs. In Lyons Falls, New York, a one-control group community, the school was at first discouraged and later encouraged to become an active participant in the community. In the large city, however, heterogeneous social forces are operating. In some situations these elements are unequal.

Though individual schools are engaged in community development, the efforts of large school systems as a whole may be thwarted unless allied to the purposes of the dominant element in the city. In some cases the social forces are equal. Schools may be hesitant to participate actively on the community scene because of conflicts which might arise. The school, however, as in the case of Fall River, Massachusetts, may become the social arbitrator of the community in such a situation.

The complexity of social forces has hindered large city school systems from attaining the degree of community participation of small city or rural systems. Though there are exceptions, most efforts by large city systems have been to enlist citizen participation where school problems are concerned. The Bronx Park Community Project illustrates such a case.

New York, New York

The Bronx Park Community Project of New York City is an experiment which seeks to restore to the people of a limited area within a big city an intimate, small-town relationship with their schools. The Bronx Park is an artificial community of 140,000 people with ten elementary schools and one high school. The project seeks to develop patterns of cooperation among the schools and between the schools and the community. It seeks to develop personal pride in local endeavor and civic spirit while retaining the relationships and advantages of a centralized school district.

A school committee is elected by the people in accordance with a Community Code. The Code lists the qualifications for voters and provides for the election of area representatives for each of the ten elementary school

attendance areas which lie within the boundaries of the community. Nominations are made by petitions only and the ten schools are used as polling places. The area representatives then convene as a limited town meeting to nominate and elect nine members to the school committee. The committee works with the assistant superintendent of schools and the high school principal in an advisory capacity.

The first election campaign within the Bronx Park Community directly and actively involved thousands of citizens. Lay publicity committees aided by Boy Scouts distributed over 50,000 flyers describing the aims of the project and election procedures. One thousand petition blanks were available, and two thousand posters were distributed. Over 7,500 signatures were secured on petitions for nomination of area representatives. In big cities the voice of individual citizens is often lost, but this election campaign proved that citizens can be articulate, know what they want, and make wise and worthwhile contributions.

There now exists a willingness to include students and parents in the discussion of school and district goals. School administrators reach out to get the ideas of teachers, parents and children. Citizens and teachers are willing to work together on problems. There is an exchange

School-Community Interaction

and sharing among the schools of especially talented teachers. Teachers and principals have become more closely identified with the community through their work with the Bronx Park Community Project.

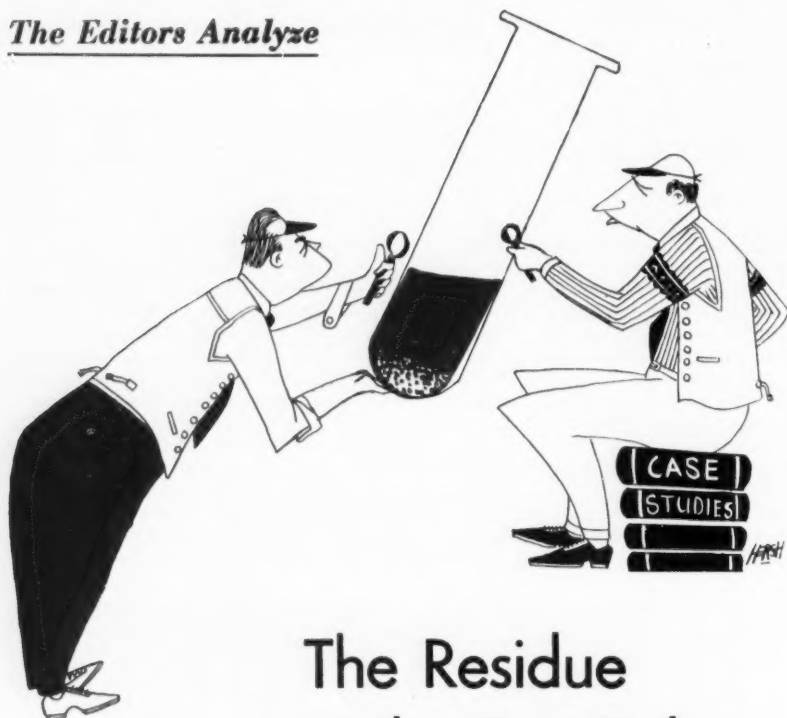
In working together to foster the aims of the project, the Bronx Park citizens—teachers, parents, children, school administrators and civic-minded people—have grown in self-help and broadened their concepts of what can be done when a community works with its schools.

During the past three years the Community Project has organized a children's orchestra and has established a community blood bank and a little league in baseball. It has developed a booklet containing information on places and businesses for children to visit, and has sponsored a Community Institute for Adults, community art exhibits, a little theater, student forums, festivals and musicales involving thousands of children and hundreds of parents and teachers.

Growth in guidance, curriculum and instructional procedures is evident as a result of interschool exchanges of professional ideas.

A group discussion on "unmet needs" meets in a Bronx Park school.





The Residue In the Test Tube

What does all of this material mean? Doubtlessly for each reader it leaves a different impression. That is as it should be. To assist in the task of teasing out some generalizations from the mass of material, we will try to distill it so that all that remains is a residue of concerted bits of evidence. To call this residue evidence may be an overstatement. The raw material has been based on a representative but token sampling of experience throughout the country. The great reservoir of practices remains untapped. Accordingly, any generalizations made from this

material must be tentative and suggestive. After careful study, however, we feel that two general statements are justified.

First, *an increasing sensitiveness seems apparent on the part of schools that they play a part in community improvement.* Fifty-six percent of the systems responding to THE SCHOOL EXECUTIVE's questionnaire stated that they were experiencing some sort of community improvement program.

Second, *two distinct points of view appear as to the best way to achieve community improvement.* These are:

1. Using the community to improve the school with community improvement a subsidiary consideration; and
2. Using the basic resources of the school to improve the community directly.

These points of view first became evident in the material of THE SCHOOL EXECUTIVE competition in 1952 on "Ways Schools Improve Communities." The material on which this special issue is based confirms these points of view.

What Is Community Improvement?

SINCE BOTH METHODS employ many of the same practices and often express much the same desire for school improvement, it is difficult to distinguish between them without a clearer definition of community improvement. In the 1947 Yearbook of the American Association of School Administrators, "Schools for a New World," the following definite statements were made:

"We believe an effective modern school will make a

difference in the individual and group life of the community through its program of education."

"In the last analysis the worth of any school must be determined by finding out what changes it brings about in the way children and adults live in a community."

In evaluating the material presented in the practices section, we shall use these statements as our criteria. Dr. W. H. Pillsbury, Chairman of the Board of Judges on the Community Improvement Competition, stated, "Both points of view represent sound methods of community improvement. But the second has a much more definite and immediate impact and is a relatively new area of educational administration which is fairly generally accepted in theory but equally generally neglected in practice."

Hopeful Practices

OF THE MANY DIFFERENT practices cited in the material, seven seem to offer the greatest hope for successful improvement of the community.

First, schools are increasingly obtaining a maximum usage of buildings and facilities. Though few schools provide special facilities for community use, many throw open their doors for group meetings, recreation and study.

Second, a most hopeful practice is the increasing number of adult education programs. A few of these programs deviate radically from the traditional course of study program. These draw resources and curriculum from the needs of the community. Some of the most outstanding examples of school-community agency cooperation have been cited in adult education programs. The school serves here in a consultative and co-sponsoring capacity. Efforts are made to make the work of other agencies interested in community improvement effective. In some cases the school has teamed up with one or more agencies to tackle a specific community problem. Adult education so defined holds great promise for the improvement of communities.

Third, there are a few systems attempting to involve citizens generally in community improvement. Such attempts are usually confined to school improvement problems. In such cases there is ample evidence to show that citizens can and do make significant contributions to school improvement when encouraged to do so. The fine way the citizens of Lufkin, Texas, spearheaded a campaign for new school buildings; the successful work of citizens in developing a report card in La Mesa, California; the use of citizen committees in policy formulation at Orange Coast Junior College; and other similar uses of citizens groups on specific school problems seem hopeful.

More encouraging, however, and more in line with our criteria, are the community councils. These usually involve representatives from the various community agencies and organized groups. Councils such as the one described in Stephenson, Michigan, attempt to deal with community problems as a whole. As a result, much of the unwholesome competition between agencies is eliminated. The resources of the community may be systematically improved.

Fourth are the attempts to involve children and youth in community improvement. Clarkston, Washington, is an excellent example. There is some evidence to indi-

cate, however, that involvement of youth may become exploitation of youth. Young people may be used to perform various services for the community which offer little or no opportunity for the youngsters to make choices. Another type of exploitation may be called "over-involvement," where young people are given problems to deal with which clearly require the best efforts of adults for solution. Clarkston appears to be a realistic and valuable example of intelligent involvement of youth. The work of the East Orange, New Jersey, social studies classes is another.

Fifth, and probably the most frequent practice cited, concerns the involvement of school personnel. Teachers, administrators, attendance officers, guidance personnel, custodians and other members of a school staff are often intimately involved in community affairs. In a few instances, a school system formalizes its staff's services by cataloging the peculiar abilities of its members. Speakers bureaus and consultative services in a variety of fields are examples. Many boards of education are questioning the civic interest and competency of personnel before employment. Increasingly, the work of school personnel spreads beyond the school proper.

Sixth, in the area of curriculum planning the evidence is slight. Baltimore, Maryland, illustrates two important and encouraging developments: a concentrated effort to familiarize the instructional staff with the community resources; and the use of subject matter material as a tool for study and work by children in the neighborhood and community. Another hopeful development is represented by the Southern States Study publication "Community Resources." Business-Industry-Education programs and the work of the Joint Council on Economic Education are other examples of curriculum development which show promise in this area.

Seventh, the big city problem has been imaginatively attacked in a number of instances. A hopeful body of experiences is being recorded in the Bronx Park, New York City, case. Here an artificial community was created and the citizens generally interested and activated in improving their community. The school plays a major role in this project and is the chief object of improvement. Other cities have attacked the problem by concentrating their efforts through the neighborhood school. One thing seems evident. In population centers with over 70-80 thousand people, some sort of division of the population is absolutely necessary. In smaller communities similar division appears desirable.

Where Are We Falling Short?

IF WE EMBRACE the concepts set forth earlier from "Schools for a New World," some serious shortcomings become evident. Some of these are shortcomings of degree. Progress in community-centered programs of adult education, for example, is limited. Most programs reported are based upon traditional course offerings designed to impart a given body of subject matter material to an interested group of individuals. The number of school systems reporting any sort of community improvement program is also dismally small.

In examining the material in its entirety we are inclined to make the following observations:

First: No school system reported that it devoted its entire time, energy and program to the direct improvement of the community. By and large the great bulk of

The Residue In the Test Tube

schools define their contribution to community improvement in terms of individual instruction.

Second: In schools which attempt to improve the community directly, most of their efforts indicate that the school is separate from the community but labors for the community. Such services are closely allied to the various social services performed by welfare agencies in the community. They do not involve the community body, nor do they intimately involve the school. These services are typical of the school which performs residual functions in the community. That these services are valuable is not debated. That they are the ultimate contribution a school can make in its community is questionable.

Third: In a few systems, there is a cooperative tie-up with various community groups. The community councils cited in the material were usually made up of representatives from the various community agencies including the school. Though most of these councils are open to the public, they rarely involve the mass of the citizenry. Sometimes unattached citizens are brought in to review proposals already formulated by the council. Though this may be an efficient way in which to bring speedy specific community improvements, it does not afford the broad involvement necessary to bring about the improvement of the human resources of the community. Since most efforts of cooperative school-community agency projects deal with school problems, the whole community cannot easily be interested or involved.

Fourth: A high level of operation finds the schools as an integral part of the community, operating as one member of a family of agencies working in concert. Some systems such as Stephenson and Lyons Falls report programs approaching this level.

Fifth: By and large, the prevailing concept reported is that community improvement happens over and above the traditional school program. It is extra-curricular, or at best another "R" in the curriculum. The administrator who performs outstanding community functions often looks at his school program as separate and apart from the work done in the community. Neither school building design nor curriculum has been seriously modified because of the involvement of the school in community improvement. There is no concerted effort to involve children and youth in solving problems of everyday living. Social barriers between youth and adults stand unattacked. Involvement of staff is generally uncoordinated. A multitude of talents go unexploited.

Sixth: Probably the most serious shortcoming is the lack of an integrated approach to community improvement. As stated before, no school reports that it devotes its entire, or even major, time, energy and program to the improvement of the community. It is doubtful that any school system can do this unless it consciously and expressly attempts to do so. Just as the school lunch first existed as a residual service performed by the school, only later to become a regular part of the educational experiences for children; and just as athletics, art, music and the host of so-called "extra-curricular" activities are coming to be considered as a part of the curriculum; so community improvement must become a focal point, if

not the focal point of the regular school program, if a community wants its school to contribute directly to community improvement. The impression gained from the material is that most present day attempts are atomistic and unsystematic. The results of these efforts seem to follow—they too are atomistic and unsystematic.

Some Principles to Consider

IN OUR EXPERIENCE in this area over the past fifteen years, and in the study of these and other materials, we have reached some tentative conclusions. These are at best suggestive. We present them only as a point of departure in the hope that further study and research might be stimulated.

First, we believe that *the end result of community improvement should be a better environment in which individual improvement may take place.* Individual improvement seems to be effective only when the individual is involved in this process.

Second, we believe that *only the community offers a breadth and depth of experiences which can challenge the best work of each of its members.* It follows that the school should have as its prime concern the improvement of its community.

Third, we believe that *community improvement must proceed as a whole.* An improving community does not feed upon itself, but uses its resources creatively. Improvement of any one of the basic resources of the community without regard to the others may well prove destructive.

Fourth, we believe that *the primary social function of each individual and each agency of the community is the improvement of the community.* The function of each agency should complement the other if improvement is to move along as a whole. The special functions assigned to or assumed by individuals or agencies are based on their peculiar abilities to perform such functions. Self-improvement as the prime goal of individual agencies will not necessarily lead to community improvement.

Finally, we believe that *community improvement is continuous:* one achievement cooperatively attained serves as the moving force for further achieving.

Although we have been rather critical in our discussion of the shortcomings in the evidence available, we are not at all disheartened. The contrary is true. The first horseless carriage was a far cry from the slick, luxurious passenger car of today. The multi-storied elementary school with its departmentalized program of 30 years ago scarcely resembles the modern one-story plant and program of today. Those principles which have proved valid through the years are retained. New principles and hundreds of applications of those principles mark the basic differences.

And so it will prove to be in the area of community improvement. Those people who are working today to discover the ways and means to do the job may well view with satisfaction their progress over the years. The fact that we have chosen a never-ending road to follow should not prohibit us from appreciating the gains we have made. Fortunately, other powerful and intelligent elements of the community are becoming increasingly active in the field. Industry, labor, various agencies and institutions are recognizing the great potential of the community. The school will find them valuable allies in mapping its own course of action.

Implications For School Administration



IT WOULD SEEM APPROPRIATE at this time to look at this material in terms of its meaning for the field of educational administration. In such systems as Stephenson, Barker and Lyons Falls, the role of the superintendent has become radically different from the role usually associated with this office. Similar departures in the role of teachers, attendance officers and other members of the school staff are being evidenced. What does this mean, then, in terms of the preparation of school administrators, in the selection, pre-training and in-service training experiences of other personnel? What does it mean in terms of preparation for professors of educational administration?

Such evidence as is available indicates that school administrators who now perform outstandingly in community improvement programs have not received specific training for this work. Further, graduate programs of education today are not geared to prepare administrators, either in the institutions or in the field, for community work. This is not at all peculiar to workers in the field of education. Personnel of the various other community agencies have not been prepared to work effectively in a total program of community improvement. In those communities where programs are now being conducted, the persons involved are the first to admit that they are proceeding on a trial and error basis. Often as not, tasks are attempted by persons with no special preparation or ability to perform them. When they fail, others are given the job—frequently with similar results. Communities have not, as yet, planned their work in terms of jobs to be done, then selecting individuals with particular competencies to perform them.

Conference Statements

THESE OBSERVATIONS were the concern of the week's conference in August of superintendents, the Teachers College, Columbia University, staff in educational administration, and the staff of THE SCHOOL EXECUTIVE. After presentation and discussion of the individual school-community programs, the conference group worked out a series of statements which they believed expressed a consensus on some of the issues involved. Dr. Frederick McLaughlin records them as follows:

1. The urge toward improvement is as strong in community life as it is in family and national life. It is a natural motivating factor that can be counted upon.
2. The school, as an instrument of public expression cutting across racial, religious, economic, political and geographic lines, is in a unique position to provide the necessary educational leadership through which citizens can improve the quality of living.
3. There are citizens in every community ready to give time and effort for community improvement projects when they are permitted to share in the planning of such projects. A climate of free expression is also necessary. Provision must be made for criticism and discussion.
4. The role of the school administrator as a community education leader involves a number of functions, some of which may be listed as: helping the community determine its needs; helping the community organize so that it may give expression

to purposes, aspirations and goals; interpreting community aspirations and plans for improvement in the curriculum for youth; helping to identify resources and to learn how to marshal them effectively; helping the professional staff and citizens generally to find their place in the process of community development; and acting as advisor on methods and processes of getting the job done.

5. In a program designed to improve the quality of living in the community, the school has a definite responsibility of leadership—its primary function is to improve and develop the community (school improvement is secondary and will naturally follow from better communities). Economic necessity is only one of the motivating factors in such a program, yet the program must reflect the community's needs; patterns of community organization will vary with these needs. Citizens have a responsibility for helping discover competent leadership which must come from many sources; methods and objectives must result from a consensus and not from action of minority groups or individuals. Schools and other agencies should share experiences and know-how and help make their work known—their explicit objective should be to release the power of the community to solve its own problems. There must be clear definition and a scaling and sizing of projects to permit positive local achievement promoted by planned public relations.

6. In a school designed to help improve the quality of living in its community, the administrator must be prepared for work through training and education. He must understand and be competent in use of democratic processes—he must stimulate not manipulate. He must be skilled in wide range of communication methods and must know where to find and how to use community resources. He must be imbued with the conviction that people can solve their own problems.

He must encourage responsibility in others and be able to recognize and give credit to all who participate. Perhaps the administrator's most important qualification is that he knows how to work with people.

Summary and Conclusions:

It was agreed that we need to close the gap between the present school curriculum and problems of community improvement—the preceding statements represent a frame-work within which school-community or training programs can be developed.

It was agreed that cooperation and understanding will have to be sought from colleges, since one of the major problems is that of finding or training both teachers and administrators who have some understanding of the role and purposes of education in improving the quality of living in the community.

It was agreed that some working arrangement should be established whereby school systems engaged in the kind of programs described in this workshop could exchange specific information with regard to their experiences. Suggestions were made that methods must be found to bring new and better practices to the attention of the profession and the public. Tape recordings made in the community and film strips showing schools in action were advocated (a documentary film of a project from beginning to end was thought to have particular merit).

It was agreed that additional workshops of this type would be useful, and that internships for students of administration might be established with some of the school systems now working on community problems.

Field Awaits Development

OBVIOUSLY this is new work. Few if any of the answers are known. Even the great body of evidence which is available has not been amply analyzed. Programs of community improvement, however, are going on whether or not the persons involved are trained for the job. Universities, school systems and communities, therefore, must muster every available resource to see that the programs are made effective.

Perhaps there is enough evidence available at the present time to begin serious revision of training programs for school administrators. If not, the evidence to support program revision must be obtained. A whole new field of educational administration is opening up. We must not fail to develop it.



The Town That

the why of the play:

THIS SPECIAL ISSUE was put together in the hope that the examples of community cooperation for community improvement which it sets forth would inspire the uninitiated and strengthen practitioners. We believe that community improvement by citizens working together is an inspiring and vital thing.

BUT WHEN everything was written we turned the pages and found that somehow, in the process of picking and choosing the facts that were to represent each case history, the life of the stories and the living people who made them had eluded us. The results were there, and the philosophy that led to them, but not the clash of personalities, gradual winning over, interaction, development, joy in growth . . . continuum.

SO, IN AN ATTEMPT to suggest the missing elements, we wrote the play. It is not long on method and theory, because the balance of the issue fills those needs. It *is* factual in that its plot and people are inferred from many case studies while being based on no single report.

THIS DRAMA will serve its purpose if it indicates, however sketchily, that community improvement means working with and for people; that the tangible goals toward which they work are secondary to the beneficial changes which come about in the people themselves.

The School Executive



Refused to Die

cast of characters:

THE HOUSEWIFE (Mrs. Joe Nobody): a good soul; she gripes about Peckton but wouldn't move if she could.

JOE NOBODY: the backbone of every community; a good factory worker. Joe likes things slow and easy. He has a good mind but is more comfortable when it's not operating.

MRS. NEWCOMER: the "progressive" wife; she misses the cultural advantages not present in Peckton.

SI CIVIC LEADER: a student of mankind; the self-reliant small-businessman.

JIM SCHOOLMAN: a hometown boy made good; he has a good head on his shoulders, and the only master's degree in town. Jim is reluctant to start new things, but a good in-fighter.

AL MAYOR: the all-American bluff; but in the clinches, a shrewd operator.

ROY BUSINESSMAN: the self-made man; his cement factory is the only local industry. He has ideas for Peckton.

JOHNNY AND JULIE: the perennial American youths; rarely understood.

NORRIS NEWCOMER: the cream of anybody's citizenry; sharp, aggressive, civic-minded. His pottery works could bring money into Peckton.

OLD JOHN EDITOR: the local crusader; unfortunately he is on the wrong side of the political fence. With waning circulation, Old John is hard pressed to make ends meet.

BESSIE: Old John's secretary since 1930; Bessie was an honor student in high school, never married.

THE TEACHERS:

BEA BAKER: sometimes called "Old Crabby" by her n'er-do-well pupils; Bea's been around for a long time and knows all the angles.

MARJORIE ALLEN: Marjorie likes kids; she wanted to get more training through the years, but could never save enough money.

ALICE COMSTOCK: A successful up-state teacher before she came to live with her in-laws when her husband died.

CHORUS: Voice of the citizenry.

the town that refused to die

"The Town That Refused to Die" was written by Barbara J. Michalak and Karl T. Hereford, both members of the staff of *The School Executive*.

ACT ONE

The scene is The Sweet Shop on Main Street in Peckton, a town of about 4,000 people. There are several soft drink signs on the wall. Backstage is a soda fountain, indicated by a plank on two barrels. It is presided over by the proprietor, SI CIVICLEADER. At stools before it, backs to audience, sit a girl and a boy, both about sixteen. There are two tables at left, up-stage, and a cigar counter at right. At one table we see MRS. HOUSEWIFE, her husband MR. NOBODY, and MRS. NEWCOMER. They have just come from a movie, as have the young couple backstage. As the curtain goes up, AL MAYOR, JIM SCHOOLMAN and ROY BUSINESSMAN enter from the door at left and cross to cigar counter. The PROPRIETOR leaves the soda fountain to wait on them.

HOUSEWIFE: (to MRS. NEWCOMER in stage whisper) Look, there are the local big shots—give them a job, pay them for it, and then they scream if you complain things don't get done.

CIVICLEADER: (to men) Hello, there. How did the meeting go? Sorry I couldn't be there, but business is business.

SCHOOLMAN: Same old thing. Everyone complains about the garbage disposal and the school program. They want the streets

repaired and a recreation center built. Everybody has two dozen complaints on the tip of his tongue, and Al here (indicating MAYOR) has to take it all.

MAYOR: The people don't understand that these things cost money. The people who were at the meeting tonight were the same old ones. The Objectors. They criticize the City Council for not doing more, and try to stir up fusses year after year. You don't hear the rest of the people complaining about these things—well, not very many of them. And if we raise the tax rate so we can increase teachers' salaries or resurface Main Street, all the people are going to have to ante up.

CHORUS: IT'LL COST TOO MUCH MONEY; IT'LL COST TOO MUCH MONEY.

BUSINESSMAN: Well, I don't want to see taxes go up any more than any one else does, but you have to admit that John Editor has some good points. He says Peckton is going to be a Ghost Town... and seems as though he might be right. Any of our young people who have any gumption leave town and go to college and never come back. Or they just leave town and go up to work in Harriston where there's more than one movie house. Why, when John Ogden's son Bill got out of engineering school and I offered him a job in the cement plant, you'd have



Mrs. Nobody, Joe Nobody, Mrs. Newcomer — Johnny, Julie — Al Mayor, Roy Businessman, Jim Schoolman, Si Civicleader

thought I was asking him to enter a hermitage, instead of doing him a favor.

MAYOR: I can't go along with you all the way on that, Roy. Maybe some of our young folks get dissatisfied with Peckton and leave, but new people are coming in all the time. Why, just this year thirty new families moved in.

CIVIC LEADER: Maybe I've had more of a chance to talk to those people than you have, Al, what with selling them cough syrup and sodas and all, but I wouldn't rightly say those folks do live in Peckton. Sure, they own homes here—because they're cheap. Not much competition for space in Peckton. And the husbands can drive up to Harriston in half an hour or less and work up there. When the wives want to do some shopping they go to Harriston—and I can't say I blame them. My wife does the same thing, and so do your wives. And when they want a night out you don't often catch them seeing Hopalong Cassidy Rides Again over at the Casbah. They're off to Harriston again.

SCHOOLMAN: I've had my troubles with the new people, too. They come to tell me that their Johnny doesn't like this school as much as his old school; they say his cousin Robert in Tremont has this and that and the other thing at his school. They think the teachers aren't too bright, and they look appalled when they find we have forty kids to a teacher and no gymnasium. They'll just have to get used to the fact that, commuters or no, they're living in a small town and they can't expect things to be done as though we had a hundred thousand people.

They ruminate on the impossible attitude of the new people while the chorus intones: IT WAS GOOD ENOUGH FOR US; IT WAS GOOD ENOUGH FOR US; IT'LL COST TOO MUCH MONEY.

BOY: (turning from fountain and holding up his empty soda glass) Hey, Si, I need a refill. (Si ambles over to the soda fountain.)

ALL: (disjointed stage whispers) Children today have no respect for their elders . . . always raising Cain—and in Harriston instead of at home . . . when I was a boy we didn't . . . can't trust 'em as far as you can throw 'em . . . always asking for fifty cents or a dollar—no dimes for them.

BOY: (half joking, half in earnest) Hey, Si, don't you get tired of running around rolling pills, making sodas, and selling cigars? Why don't you give me a job on the soda fountain? . . . I could look after things when you're at your old meetings, too.

SI: Well, uh, I'd like to, Johnny. I sure



SI: (briskly, pencil poised) Now, Mr. Newcomer, tell us what you'd look for in a town if you were thinking about starting a business there.

would—but I'm afraid I couldn't do it. Wouldn't look right, now, would it, a young boy in here taking care of things instead of me?

BOY: (to GIRL, as SI moves to other end of counter) The old man complains about my hitting him for money all the time, but try to earn a cent in this town. (gets down from stool) C'mon, let's go.

GIRL: Hub! Where? (they exit left.)

MR. NEWCOMER enters left and stops at table; they exchange greetings.

MRS. NEWCOMER: You're even later than you said you'd be, dear. We got out of the movie half an hour ago.

MR. NEWCOMER: Well, if we don't meet our production deadline, we'll lose that new government contract. Tough to do it with just the regular force.

MR. NOBODY: Why don't you hire more men?

MR. NEWCOMER: (with a short, bitter laugh.) Joe, I'm not the only business in Harriston. There are twenty plants up there bidding for men, and I'm not in a position to be top bidder. (to his wife) Ready to go?

MRS. HOUSEWIFE NOBODY: Don't rush off. Stay and talk with us a minute.

MR. NEWCOMER: OK. Wait 'til I get a pack of cigarettes. (He goes up to the cigar counter where the men are still conferring and speaks in a low tone to Si, who has come back to the cigar counter from the soda fountain.)

MR. BUSINESSMAN: (clearing his throat as he looks NEWCOMER over) Say, pardon me, but aren't you the Norris Newcomer who owns the Harriston Pottery Works?

NEWCOMER: (startled, but pleased at being recognized) Yes—and you're Mr. Businessman, I believe—run the cement works down by the river.

BUSINESSMAN: Right. Like you to meet some friends of mine. (Introduces HIM. MURMUR OF: Always glad to see some new blood in the community . . . there's an Anita Newcomer in our fifth grade—your daughter? . . . how are you, sir, etc., etc.)

MAYOR: Commute to Harriston to work do you, Mr. Newcomer?

NEWCOMER: Yes, I've all but been sleeping up there lately. Trying to keep up production with the labor market the way it is today isn't easy. It's about as easy to get a good machinist as it is to persuade your wife that she looks better in a five-dollar hat than a twenty-dollar hat . . . By the way, I wish you'd let me introduce you to my wife. We haven't had time yet to make many acquaintances in town.

They file over to the table and are introduced to MRS. NEWCOMER, exchange remarks with MRS. NOBODY and her husband. Invited to join the group, they pull up the other table and take seats around the two tables as one group, SI brings coffee all around and leans against a convenient pillar.

MAYOR: (In a jovial look-at-me-taking-notice-of-the-ladies tone) Your husband was just telling us it isn't all peaches and cream in the big city, Mrs. Newcomer.

MRS. NEWCOMER: I thought I heard him saying something to you about getting workers. I haven't heard much else from him ever since he landed that big contract.

BUSINESSMAN: You should bring your plant down here, Newcomer. Land's cheap, taxes are low, and you could get things in and out on the river cheap, same as I do. I'll wager quite a few fellows here remember what they learned when they worked in war plants in Harriston and would be glad of a good job, and there are others would be glad to stop driving up to Harriston every day the way you do yourself.

NEWCOMER: (laughing) You paint a nice picture, but I'm afraid it wouldn't work. You might be right about the availability of manpower, but you need more than laborers to run a plant like mine. You need engineers, buyers, accountants, junior executives, laboratory men . . . no, I'm afraid I couldn't recruit a staff in Peckton.

MRS. NEWCOMER: And you certainly wouldn't be able to persuade people like that to come to Peckton to live. I don't want to knock Peckton, because I've come to like it in many ways . . . but just from what I overheard you gentlemen saying a few minutes ago, I know you realize Peckton hasn't much to offer to new people—or to the people it has. Why, just the other day Anita had a bad toothache, and when I asked Mr. Nobody here to recommend a dentist, I learned there wasn't a dentist in town. I had to drive the poor child all the way to Harriston, sick as she was.

SCHOOLMAN: (thoughtfully) I'll have to admit you've gotten at the root of the problem there, Mrs. Newcomer. We who've lived here most of our lives have trouble seeing it, but the truth is that Peckton is caught in a vicious cycle. Peckton was founded by real pioneers. It was as live a town as you could find. New people coming. Houses going up. Stores springing up. A real live cement plant built and providing work for those who didn't want to farm or keep shop. We built a library and a school and a post office . . . and it seemed we had everything. So we sat back and relaxed. We stopped growing. And the biology teacher tells her children that when something stops growing, it starts dying. So here we are. We can't attract more people or businesses because we haven't enough here even to keep our own young people. So even they leave and we all get closer and closer to being dead.

The mayor opens his mouth as though to make an automatic protest, but thinks better of it. Others nod sad agreement. All sit in silence for a moment . . . it is as though a doctor has told a patient he

has an incurable disease, and suddenly the patient recognizes and ties together all the little hints that should have told him he was becoming more and more ill, but which he had ignored.

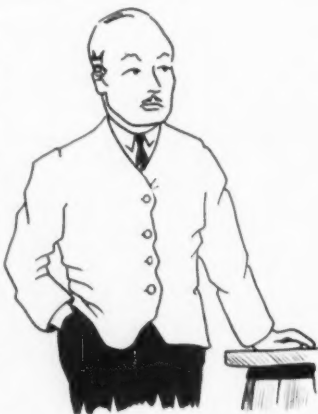
ST CIVICLEADER: (meditatively) You know, I listen to complaining sessions like this almost every day—it's been going on for years. Old John Editor pronounces Peckton officially dead at least twice a year and presides over a post-mortem just the way your doing. (with increasing energy) But Peckton hasn't cooperated and died yet. I think it's because we've got something here. We've got people who get along pretty well together; we're none of us starving; we've got some nice country around here and a mighty useful river. What I say is, let's not give up all hope. Let's not sit back and sigh. Let's do something about all the things we complain about.

They look up at him, a little bowed over by his fervor. He pulls up a chair, takes a pencil and prescription pad out of his pocket and looks at Newcomer.

ST: (briskly, pencil poised above the paper) "Now, Mr. Newcomer, tell us what you'd look for in a town if you were thinking about starting a business there or moving one in.

NEWCOMER: (considering) Well, good housing and schools, to begin with, so people would be willing to take their wives and children there, and stay.

MRS. NEWCOMER: And good shops and medical facilities and entertainment so that people could really do their living in it, instead of going to a larger city for half of their activities.



ST: Peckton is pronounced officially dead at least twice a year—but it hasn't cooperated and died yet.

MRS. HOUSEWIFE: Especially entertainment for the kids. You can't think how I worry when my Rosemary and one of her beaux go tearing up to Harriston on a Saturday night . . . but I can't tell them to stay home and go to a church social or fight all the little kids for a seat in the Casbah. We need . . .

MR. NOBODY: I don't see this getting all fussed up and working ourselves into a sweat just so we can have somebody move in here with a new plant. I got my job and I get along all right the way things are. You start building a new school and fixing up the streets like old Editor tells us we should, or getting better garbage disposal like everyone's always complaining we should, and it will cost folks like me so much tax money we'll have to move to Harriston so we can save a little for our old age and maybe come down to Peckton for vacations.

SCHOOLMAN: You're right, Joe, about not going to a lot of effort just so we can get another plant in here. But I think you missed St's point. Just like that old saying, 'you've got to have money to make money'—we've got to make things better so things can get to be still better. One of the results of making the town a better place to live in might be to bring in a new plant—but mostly, we'd just have the satisfaction that it would be a better place to live in for us and for our children. Then say a plant does come in. People work there and earn money. They spend a lot of that money in Peckton. They pay taxes in Peckton. The plant pays taxes in Peckton. More money is in circulation, but the tax rate doesn't have to go up. And look—what do you or any of us want out of life—a good place to live, nice neighbors, the right things for our children. I agree with St, we ought to put forth a little effort and at least try to get some of the things we know we need. Who'll go along with that?

Curtain closes as ST leaps to his feet to say yes. BUSINESSMAN, NEWCOMER, MRS. HOUSEWIFE nod approval. Others look undecided.

ENTR'ACTE

Two weeks later

This scene is played in front of the drawn curtain, the area defined by a single spotlight. The office of the PECKTON COUNTY CLARION is represented only by a battered, littered desk at which sits JOHN EDITOR in a comfortable swivel chair. His secretary BESSIE, sits in a straight chair and

ACT TWO



EDITOR: The job facing us now is to get the facts—we need a survey of the whole community.

rests her pad on a corner of the desk as she writes.

EDITOR: Take an editorial, Bessie. Make the head double column, thirty point bold. Say . . .
LET'S GET THE FACTS.

BESSIE: Is this about the new citizens' council, Boss?

EDITOR: (*nodding*) For the first time in thirty years the good people of Peckton are beginning to assert themselves. During those years this newspaper has pioneered . . . better strike that out, Bessie. Let's begin again . . . The newly formed Peckton Citizens' Council marks a real step towards breathing a little life into the old ghost town . . . no. Let's begin . . . We've got a peck of problems. Tough problems. We've tried letting the city dads carry the load. When they failed we criticized them. If they succeeded in doing a task, we said, well that's what we pay them to do. But we're finally waking up to the fact that there's not a single man or organization in Peckton who can solve our problems for us. We've got to do it ourselves. All of us. Every man, woman and child has a stake in this thing. The job can't be done right unless everyone pitches in. That's the first thing.

BESSIE: What's the first thing, Boss?

EDITOR: Getting everybody working. Paragraph. The job now facing the Peckton Citizens' Council is to get the facts: what we need, what we have to work with, and how can we get it done. In short, we need a survey of the whole community. Paragraph. Ask anyone on the street and he'll tell you exactly what

Peckton needs. Some say a park and recreation center, others a new high school. Housewives say better shopping places, decent garbage disposal system, and lower prices. Some folks say a health clinic and hospital. The boys at the cement plant say higher wages and better housing for their families. The city dads say more money for street repairs, the police and fire departments say higher wages and better equipment. Young folks say places to work and play. The minister says more people in church. Everybody says something and something different

BESSIE: You know what I think Boss? We ought to have a little theater like they have up in Artland. That'd really be nice.

EDITOR: That's what I mean, Bessie.

BESSIE: What, Boss?

EDITOR: Everybody seems to have the answer.

BESSIE: Well, what do you think, Boss?

EDITOR: Paragraph. Subhead. Let's Not Bite Off Too Much, Too Quickly. Now these things are well and good. Of course we need these things, and a lot more. But in the face of rising enthusiasm, let an old man lay down a word of caution. Let's not go too far, too fast. Let's busy ourselves right now in getting the facts. Once we have them, then let's all sit down together and figure out how to get the kind of community we want. We will have to make many decisions. Tough decisions. Many of the things we want may prove to be out of reach. But first, let's get the big picture, and not be content with ready-made answers. . . (*The spotlight, which has been fading during this speech, goes out as the scene ends.*)

Six months later

The Sweet Shop, same as Act I except for a large magazine rack which has been added at left near door. Stage is empty of people except for SI, who is seated at one of the tables, buried in the PECKTON COUNTY CLARION. Three teachers, all ladies, enter left. SI jumps up and tucks the CLARION under his arm. Business of seating the ladies with exaggerated gallantry.

SI: Well, what brings all three of you ladies together in my humble shop at one time . . . can it be only a common craving for calories?

MARJORIE: I guess it is at that, Si. We used up so much energy at the faculty meeting today that we thought we'd better replenish our reserves immediately. . . I think a chocolate soda would take care of me.

BEA: Same here.

ALICE: Strawberry for me, Si. (*he leaves*)

BEA: Now, Marjorie, tell us what you really think about all this. Don't you think Mr. Schoolman has gone a little overboard on the whole thing? It was hard enough before to get the children to concentrate on their math, but ever since the school began to help with the survey, I haven't been able to get the children to concentrate on geography or math or anything else. If he were still teaching classes he wouldn't dream of such things. And now all of this talk of abolishing regular class-work . . . If he has his way, they won't learn anything. I say we should sit tight and let it all blow over.

ALICE: I might have agreed with you a few months ago, Bea, but now I'm not so sure. Even before the program-change question came up, my kids had already made some basic changes in the things we have been doing. So many of my senior English students are wrapped up in the citizens' council work . . .

(Teachers pause as JULIA (GIRL) enters, walks to fountain and looks around)

SI: Looking for Johnny, Julie?

JULIE: Why, yes, I was sure he said he'd meet me here at 4:30, and I'm a little late myself. Have you seen him?

SI: He stopped in about an hour ago and asked me to tell you that . . . (*takes note from pocket and reads slowly from it*) . . . that Student Council officers were having

a special meeting at Tom Abernathy's house and he had to go (*looks up*). Says you didn't answer your 'phone.

JULIE: That's funny. He used to belong to the council just so he could get out of going to study hall. Well, my mother will sure be surprised to see me home this early. Thanks, Si.

Exit JULIE. MR. BUSINESSMAN, entering, holds door for her, goes to the magazine rack. The teachers resume.

MARJORIE: I was starting to say, I think Mr. Schoolman's right in the sort of thing he wants to do. You know, when the zoning committee was formed, he recalled that I had had a minor in municipal government, and suggested that I act as consultant to the committee. It's been a wonderfully stimulating experience, work with a group of people who have recognized a problem, are trying to learn all they can about it, and will, I'm sure, go on to make wise decisions as to how to correct the situation. I make a suggestion now and then, but they have the responsibility and do the work. I think that's the sort of thing Mr. Schoolman wants to see in the classroom. And I think we can do it, too, if we stick with it. You ought to work with one of the committees, Bea, and you'd see what can be done.

BEA: No thanks. I've been teaching in Peckton a good while longer than either of you have, and one thing I've learned is to go straight home after school and stay there. The school board pays us just as little as it possibly can, but if you unbind an inch, they expect you to teach Sunday School classes and lead girl scout troops and advise the debate society or the French club after school, and spend your only free period proctoring the library, and probably paint the corridors over the Christmas holidays. No. I'll come to school at 8:30 and leave at 4. That's what my contract calls for. After all, it's our job to teach school children, not the whole town.

MARJORIE: That's a debatable question, Bea, but I'm afraid I haven't time for it just now. I have to get Bob's dinner early so he can go to a committee meeting of his own. See you tomorrow. (*rises and exits after paying SI at cigar counter.*)

SI: (*to BUSINESSMAN*) Anything I can do for you, Roy?

ROY: (*turning from magazines*) No, I guess not, Si. My car broke down, so Joe Nobody is going to pick me up here and take me to the school for the finance committee meeting.

SI: I never thought I'd see Joe work up

enough interest in anything to actually do something about it. I've been wondering, how'd you get him on the committee?

ROY: Why, we told him the truth—that we needed the good common sense of a regular working man and would appreciate his sitting in. Didn't say much the first few meetings, but now he turns up every time with sheets of figures and lists of suggestions a mile long. Frankly, I never thought he'd be so valuable.

The teachers come to the counter to pay their bill. They exchange greetings with the two men. As they turn from the counter, JOE comes charging through the door, and encounters them in the middle of the stage.

JOE: Oh! Good evening ladies . . . Miss Baker! I was hoping I'd see you.

BEA BAKER looks surprised but SHE and ALICE allow JOE to lead them back to the cigar counter.

JOE: Roy, remember that problem we ran into the other night? Well, wouldn't you say we have the solution to it right here?

ROY: (*looking a little blank at first and then smiling*) Why, sure! Isn't it right that math is your strong point, Miss Baker?

BEA: (*backing away*) Well, yes, but I . . .

ROY: Well, I propose that Joe and I kidnap you right now and put you to drawing charts and graphs and generally making sense out of the tons of figures we've dug



BEA: No, I'll have nothing to do with that survey . . . I . . . I . . . well, I'll come to the next committee meeting.

up for the finance committee. You take one arm, Joe and I'll just . . .

BEA: (*pulling out a restraining hand*) Now, wait just one minute. I'll have nothing to do with that survey. I have to live with it all day long at school and I don't intend to sleep with it under my pillow as well. I . . . I . . .

ROY and JOE have been gradually backing her up until now they are at the door. SI and ALICE look on smiling from the counter. BEA breaks into a smile.

BEA: . . . I . . . I'll come to the next meeting. (*she flees, and JOE and ROY return laughing to the cigar counter.*)

ROY: (*dusting his hands together with an air of one who has settled something*) Yes, brute strength every time. I always say.

ALICE: I guess maybe it was the best method in this case. I think she was beginning to feel left out of things, but had protested for so many years she couldn't find a way to give in gracefully.

SI: Maybe you ought to give Norris Newcomer a little of that treatment to help him make up his mind whether or not he's going to open a branch of his pottery works here. I hear about twenty rumors a day, but nothing definite.

ROY: Oh, I think Norris will make up his mind without any arm-twisting from me. I have talked to him quite a bit about it. I wouldn't be surprised if things got to a point where he could see his way clear to do it.

SI: From what he said that first night you and Mr. Schoolman got him cornered here, I got the idea that the main thing that made him hesitate wasn't so much the condition of the schools or even a lack of housing, but just that he didn't believe Peckton people had the gumption to do anything about . . . anything. There weren't many of us would disagree with the notion at the time, but things sure look different now.

ROY: Yes, I guess everybody was waiting for someone else to make the first move . . . like Bea Baker here just now. I guess a stalemate like that could have gone on for years . . . forever maybe.

ALICE: You and Mr. Nobody ought to run for the school board, Mr. Businessman. That demonstration of your powers convinces me you'd have no trouble lining up votes. (*laughter*) Seriously, the board comes up for re-election soon, and with one of the present members retiring and another moving out of the district, we

should be giving consideration to new members.

JOE: (*embarrassed*) That's all right for Roy, Miss Armstrong, but I'm sure not one for the school board. I'm not . . . well, I'm not an educated man. Now, take Dr. Brubaker, the new dentist. There's a man who's spent almost as much time in college as I did in grammar school, junior high and high school put together. He'd make a fine board member.

ALICE: I'm not saying he wouldn't, but I still think you'd make a better one. Mr. Schoolman himself says he's shy of having the board loaded with professional people. You ought to think about it, both of you. And I think I ought to get home. Good night all.

Exit ALICE to replies of goodnight

JOE: (*argumentatively*) Now, what makes her think that I . . .

ROY: Oh, don't be so modest, Joe. Save your energy for the meeting. By the way, Si, Dick Ellicott's wondering when you're going to turn up at a steering committee meeting.

st: Welllll, I've been wanting to go, Roy but it seems like Dick's always scheduling meetings for times when I just couldn't leave the store. Might be able to make it the next week though. I've been thinking about getting a boy to help me out part-time after school. Jim Schoolman was telling me just the other day that it's wonderful the way the kids are taking hold and

getting things done. Says whenever I make up my mind, there's several good, steady boys he'd be willing to recommend.

JOE: You'll be glad once you get going on something, Si. Look at me . . . You know I'm not one to go sticking my neck out, but I felt I had to get in on this tax schedule thing. I can go along with those fellows on quite a few things I couldn't see at first, but still they have to be kept down somewhere near sea level. Way I see it, I'm kind of a balance wheel. Protecting the people's interests, I guess you'd say. st: You don't think they could use a balance wheel on the school board?

JOE: Now look, Si, you heard me tell Miss Armstrong how I feel about that. Somebody like Dr. Brubaker should run for the board, like I said . . . or . . . or Norris Newcomer. There's a fellow with ideas, and he has kids in school, so he knows what he's talking about. You know, a couple of the boys down at the plant kept telling me when this community improvement business began that we'd all beat our heads up against a stone wall . . . couldn't see the point to it. Well, every time we knock off for lunch, I put it up to them and now finally some of them admit that maybe it's all right. I think maybe Terry Wisemore and Jake Sachel would like to pitch in, especially on a health center. Jake's kid had polio, you know, and she's had to stay in Harriston half the time getting her leg worked on.

st: Hmph! Where's the money going to come from for all this?



ALICE: You and Roy Businessman ought to be on the school board, Mr. Nobody.

JOE: We'll have to cut the program down considerably. No question about that. Al Mayor estimates now that the cost of the program already is well over three-fourths of a million, and that doesn't include a new high school.

ROY: (*who has been tugging JOE toward the door*) C'mon, Joe, or they'll spend all the money before we get there.

Exchange of good nights.

ENTR'ACTE

Three months later

In the office of the PECKTON COUNTY CLARION.

EDITOR: Take an editorial, Bessie. Head — POTTERY WORKS SOLD ON PECKTON. Within sixty days construction begins on the new pottery works. This is a tribute to the fine work the folks of Peckton have been doing these past several months. The spirit of cooperation more than any tangible accomplishment has brought the new industry to Peckton. Company officials stated that . . . call Norris Newcomer, Bessie, and get the exact date and finish it up.

BESSIE: Going to write about the survey report, Boss?

EDITOR: Right now. Head: PECKTON SURVEY REPORT—A People's Report



ROY: (*tugging JOE toward door*) C'mon, Joe, or they'll spend all the money before we get to the committee meeting.

To the People. Culminating nine months of intensive study and labor, the Peckton Community Council has published a complete report of their findings. The report covers several basic areas of community life. Specific recommendations in each area were made by the various committees. In brief, the report is as follows:

Resources Development Committee: recommends bringing in new industry, and a consolidation of all social agencies. *Health and Safety Committee:* recommends the establishment of a health center with clinic; employment of a safety director; and courses in driver training and home safety conducted by the school. *Recreation Committee:* recommends a summer camp and park development on Barkton Hill; a little theater group; adult education programs in hobbies, sports, and folk games. *Education Committee:* recommends immediate construction of new high school; new school program that will offer something to all of the people of the community and an up-graded salary schedule for the staff. *Community Services Committee:* recommends an extension of water and sewerage facilities into the housing project; the immediate expansion of city maintenance personnel and purchase of sanitary truck. *Better Living Committee:* recommends the establishment of a church-school-home program in improving daily living; a greater emphasis on home economics, parenthood and child care in the school program.

Obviously most of these recommendations require a large expenditure of money. Unofficial estimates at present exceed a million and a quarter dollars. . .

BESSIE: (repeats softly to herself) A million dollars!

EDITOR: . . . but fortunately the need for all this spending is not immediate. Many of the recommended improvements may be paid for through voluntary subscription or through regular government or agency spending. Subhead: A Few Suggestions. The task now facing the citizens of Peckton is to review the findings and recommendations of the Community Council. Priority will have to be determined. Such items as the summer camp and park development and the little theater can be done without a lot of money if the folks will pitch in with the labor . . . I've got to run, Bessie. See if you can't finish it up from there.

BESSIE: Right, Boss.

ACT THREE

Three months later

The Sweetshop. It looks somewhat different, because now there are new shelves behind the cigar counter on which we see



JOHNNY: I just said, 'Look, here we are seniors and most of us don't know what we'll do after graduation.'

brightly colored bottles and boxes, and a large bulletin board near the door on which are pinned pictures, clippings, notices, etc., and a child's mitten. St is arranging magazines on the rack, which holds many more magazines than it did at its introduction in Act II. JOHNNY enters left.

JOHNNY: Hello, Si.

St: Evenin', Johnny.

JOHNNY, who is carrying books and wears a neat leather jacket, crosses the stage hurriedly and disappears through a door at right, emerging immediately minus the jacket and books. He carries a short white jacket which he puts on as he crosses to the soda fountain and takes up his position there.

JOHNNY: Been very busy today?

St: Oh, so-so. Did get a little hectic this morning. Miss Baker had a bunch of fourth graders over here asking questions about the prescription business for a while, and then they all had ice cream cones.

JOHNNY: That's how the mitten got on the notice board, hmm?

St: Uh-huh. Somebody will recognize it sooner or later.

Enter MRS. NOBODY with a large package under her arm wrapped with brown paper and string. She starts to walk past St, then notices him.

MRS. NOBODY: Oh, Silas, would you be a sweet thing and help me out?

St: If it's a corpse you've got in the package, Mrs. Nobody, I want no part of it. There's a limit to what you can ask in the name of friendship.

MRS. NOBODY: (gay laugh) Silly! No, we've been having difficulty getting together enough people for the Little Theater group we want to form, so I've been

given the job of getting some publicity for it. This is a poster one of the art classes at the school designed, and there's also a small notice to put on the bulletin board, if you'll let us.

St: Sure, Mrs. Nobody. Glad to help out. Johnny, do you want to give the lady a hand with this? I think the side window will do for it.

MRS. NOBODY gives the package to JOHNNY and goes to the board to post her notice. St goes behind cigar counter. JOHNNY takes the package to the right side of the stage, unwraps it, puts the poster in the window while the action below takes place.

MRS. NOBODY: (peering more closely at another notice) What's this, Si? A summer day camp? Isn't that wonderful. I thought that was all just a lot of talk.

St: Oh, no, that's been under way for quite a while. Seems the church had some scraggy woodland over by the river—you know, beyond the Van Alstine farm—that somebody left 'em years ago in a fit of conscience. They had picnics there now and again but that was about all. Now they've got a bunch of people out there almost every night after work, clearing space and building shelters.

MRS. NOBODY: Well, that certainly is nice . . . but won't it be dangerous for some of the younger children? (turning to the board). Says here they'll take them from four years up. Children that age need somebody to keep an eye on them, especially near water.

St: That's all arranged for, too, it seems. Couple of teachers are going to sign twelve-month contracts and supervise programs out there all summer. And if they have a swimming area and wading pool set up by summer, Johnny here says he's going to desert me to be a life guard and work off all the ice cream he eats between customers.

JOHNNY looks up with a smile. MRS. NOBODY is still examining the notice board as MARJORIE ALLEN enters, crosses to soda fountain and sits at end of counter, profile to the audience.

JOHNNY: May I help you, Mrs. Allen?

MRS. ALLEN: A lemon coke please, Johnny. (He prepares it.) By the way, I wanted to tell you that I think the job investigation committee you suggested to the Student Council is a wonderful idea.

JOHNNY: (setting down the coke and relaxing on the counter) Thanks, Mrs. Allen, but it wasn't all my idea. It just seemed to grow. I just said to them: Look, here we are, a lot of us seniors, and we don't know what we're going to do the day after graduation, except that we'll be looking for a job or going to college.

MRS. ALLEN: And . . . ?

JOHNNY: And somebody else said he thought mostly it was because we just didn't know about all the things that we could do to earn a living. So we decided to find out about the kinds of jobs there are, especially in Peckton and around here, and I volunteered to find out about factory work. Mr. Newcomer has already agreed to let a group of us tour his plant up in Harriston and talk with the people who do the work there.

MRS. ALLEN: That's certainly a good place to start. Quite a few of your classmates might have jobs in Mr. Newcomer's new branch eventually.

MRS. NOBODY, who has left the notice board, has been standing beside MRS. ALLEN for a minute or so, waiting for an opportunity to speak to her.

MRS. ALLEN: Hello, Mrs. Nobody. I thought I saw you when I came in. Won't you have something with me?

MRS. NOBODY: (with unwonted shyness) Why yes, Mrs. Allen, but . . . perhaps Johnny would bring me a chocolate soda at the table (looking at him questioningly) and you could bring your drink over, if you don't mind. I'd like to talk to you about something rather important.

MRS. ALLEN: I'd be very glad to.

She takes her glass and follows MRS. NOBODY to a table. Later JOHNNY brings a soda for MRS. NOBODY.

MRS. NOBODY: (clearing her throat after a nervous silence) Uh, that's a very lovely hat you're wearing Mrs. Allen.

MRS. ALLEN: Oh, thank you. (putting her hand up to settle it) I bought it just a few days ago at that new shop on Clover Street.

MRS. NOBODY: (distractedly) They do have nice things there, don't they . . . (with sudden determination) Mrs. Allen, it's my Rosemary I want to talk to you about. She's just a junior in high school, but she's been talking a lot lately about what she's going to do when she graduates. Her father and I always sort of took it for granted that she'd work in her uncle's store until she got married. Then after the citizens council program got started, she liked working on those committees so much she wanted to do something that would let her go on that way . . . so now she wants to be a teacher.

MRS. ALLEN: Yes, Rosemary talked to me about it, and I was really very gratified. If she wants to be a teacher, then the other faculty members and I can't be making education and educators distasteful to her. And I think Rosemary would make a good teacher—you needn't worry about that. She has a good, inquiring mind, and a very evident interest in people.

Unnoticed by the ladies, MR. SCHOOLMAN comes in and looks over the magazines on the rack.

MRS. NOBODY: Oh, it isn't that we don't think she can do it. But . . . well, she's young and enthusiastic now . . . we wonder if after all her training is over she'll be happy as a teacher. I didn't want to say anything to her about it, but I thought I'd ask you how you feel after having been a teacher for . . . for as long as you have.

MRS. ALLEN: (thoughtfully) Rosemary told me she definitely wants to teach in Peckton, Mrs. Nobody, so maybe it will clear things up for you if I tell you how the Peckton High faculty feels. We're not making an awful lot of money, and until the new school is finished our working conditions are about as bad as they could be, and I guess you know that our working hours aren't merely the hours the children are scheduled to be in school . . . but I don't know one Peckton teacher who would trade his job here for about any other job you could mention.

MR. SCHOOLMAN couldn't help eavesdropping after Peckton High was mentioned, and he has been looking on with a pleased smile. Now he speaks.

JIM SCHOOLMAN: I don't know what prompted all this, ladies, but it's so nice to hear I can hardly make myself feel ashamed for eavesdropping.

MRS. NOBODY: My Rosemary is thinking of studying to be a teacher, Mr. Schoolman,

and Mrs. Allen has been telling me a little about it.

MR. SCHOOLMAN: I wonder if she has told you the first part of the history of teaching in Peckton—the part that has probably given you apprehensions about Rosemary's being a teacher. Until a few years ago we had an old time program and a way of tabling suggestions that might cost money that dampened the zeal for teaching in even the most enthusiastic of our faculty. Teachers came and went. If some stayed it was because they had given up hope or, like Mrs. Allen, had ties in the community—relatives or husbands. Now, as Mrs. Allen tells you, we would no more leave Peckton than we would put down a good book. And our new program has gotten so much publicity that nowadays I receive more applications for teachers' positions than I can handle. I'm looking forward to the day when Miss Nobody's will be among them. She'll certainly have priority. Excuse me for kibitzing, but I got carried away. Can't quite believe it's all happened myself.

He backs off and goes to talk with SI at the cigar counter. The ladies continue talking in low tones.

SCHOOLMAN: Quite a collection of magazines you've got on the rack nowadays, Si. Had a hard time locating my *Atlantic*. (hands SI money.)

SI: Well, I thought I'd get some more to see how they go. Kids really enjoy going through them. Even buy one once in a while. Other folks are showing more interest in magazines, too. Seems they use 'em to check up on what other towns are doing, and to get new ideas.

Enter MAYOR, hurrying up to SI.

MAYOR: Let me have a box of Band-aids, will you, Si? Hello, Jim.

SI: What's the trouble, Al?



MAYOR: Bashed it fixing the steps myself. Every carpenter in town is working on the housing development.

MAYOR: (with repressed fury) My wife decided the front porch stairs were getting a little shaky. She called all over town and couldn't find a carpenter, so I got the job. *(This was the result, (exhibits left thumb swathed in a handkerchief))* That new housing development is upsetting the whole economy of this town. Every man who can hold a hammer is out there driving nails—and making more money than I make as mayor.

SI: Let me put a little merthiolate on that for you, Al. *(he does so)*

SCHOOLMAN: I might have been able to help you there, Mr. Mayor, if I'd known. We've expanded our vocational training program and between that and lending a hand in setting up the camp site, I guess I know most of the non-professional hammer-slingers in town.

MAYOR: Oh, it isn't just the labor question, Jim. I'm as happy as anyone to see the new plant coming to town . . . but that housing development is something else again. I'm afraid it's going to cause me, at least, more headaches than happiness.

SCHOOLMAN: A lot of new voters will live in those houses.

MAYOR: New voters! New problems, that's all. You know, you don't just let a contractor build houses and then pat yourself on the back and say your town is that much bigger. That development is just barely outside the town line. Those people will make wear and tear on our streets; they'll come in to use our new recreation facilities; they'll want to send their hordes of children here to school at a tuition that won't pay for the ink they'll use. They'll want to be on city sewerage lines and city electric lines and city gas lines and city water lines. But they won't pay taxes here. And they won't vote here, for me or anyone else!

MRS. NOBODY and MRS. ALLEN had started up to the counter to pay their check, but backed off during the MAYOR's outburst. Now they side between MAYOR and SCHOOLMAN to SL.

MAYOR: (to all, apologetically) Sorry to yell at you—I'm still mad at myself for having mashed this thing. *(waving thumb)* But it certainly is a problem. Marjorie . . . *(MRS. ALLEN turns around.)* You heard what I said?

MRS. ALLEN: I'm afraid I did, Al.

MAYOR: Well, you've been working with the planning and zoning committee. Tell me if you'd agree to this: Our problems



SCHOOLMAN: I still insist we shouldn't move too fast in building the school. We want to be sure it will fit the kind of town Peckton is getting to be, and still be able to change.

don't stop at the town limits, and for what we're doing now, and what we hope to do, wouldn't you say the whole county is a more logical unit of government than the town?

MRS. ALLEN: That does seem reasonable. Of course, we could get around the immediate problem by making the new development part of town. I'm sure that could be done readily, but it wouldn't work for long.

MAYOR: (to SCHOOLMAN, accusingly) You see!

SCHOOLMAN: Now, Al, I'm not disagreeing with you. And I think this suggestion about county government is a fine one.

MAYOR: (somewhat mollified) Hmp! Well, tell me this, then. Where are you going to put all those new children in your present school? Why didn't you want to float a bond issue this year to start construction? You have a soft spot in your heart for that old wreck? I confess, when we first got started with the survey and all, I thought you were going to try to run the whole thing. Now we've got a new garbage disposal system and repaved streets and the day camp and what all . . . and you do seem to have perked up your school program quite a bit. But you're not out running things . . . in fact, it's beginning to look as though you're dragging your feet on this new school building.

MRS. NOBODY (brightly): Yes, Mr. Schoolman, when will we have our new school? Everyone's certainly willing to pay for it, and we do need an auditorium for our little theater group to use.

CHORUS: WHAT ARE WE WAITING FOR . . . WHAT ARE WE WAITING FOR?

SCHOOLMAN: (stepping back, obviously making an effort to control his voice) Ladies . . . gentlemen. I've said before, and I say again, I don't like the old school any better than anyone. But there is a danger of moving too fast when you build something as permanent as a school. A "new" school doesn't mean a school just like the one we have now, or one a little bigger with a gym tacked on at one end and an auditorium at the other. I confess, I don't know what our new school will look like. We're trying to find out, and it isn't easy. We know how to resurface streets and how to dispose of garbage, but building a new school is not that simple. The school has to fit the kind of community Peckton is getting to be. And it has to be able to change as Peckton changes. Another thing, before we get to the point of having an architect put pen to paper, we want to get some ideas about how we can make the school's program one that will help our people do a better job of living . . . that will help us to think straight about what the school building itself should be. And it all takes time. . . .

MAYOR: You make sense, Jim. Didn't mean to back you up against the wall like that.

JOHNNY: (who has been leaning on the counter, rapt, frankly listening.) Gee, Mr. Schoolman, that sounds wonderful. I wish I could have a chance to go to a school like that.

MRS. ALLEN: From what Mr. Schoolman says, Johnny, you will be able to use the

new school even though you graduate in June. You, and everyone else in town.

st: Maybe everyone in the county, Mrs. Allen. Remember what Al Mayor was saying about county-wide organization!

SCHOOLMAN: Yes! That's a great idea and it shouldn't just gather dust.

MRS. ALLEN: What I say is, let's form an investigating committee . . . !

ALL: (*enthusiastically*) Yes! Right! That's the way! (*Curtain goes down as they and the chorus chant: WE'LL HAVE THE BEST LITTLE TOWN IN THE U.S.A.! WE'LL HAVE THE BEST LITTLE TOWN IN THE U.S.A.!*)

EPILOGUE

Fifteen months later

In the office of the PECKTON COUNTY CLARION.

EDITOR: Take an editorial, Bessie. Head: TIME FOR SIZING UP.

During the past two years, Peckton has made itself over. What was once a ghost town now threatens to become a metropolis. The list of achievements is long and varied. We have a new high school. The building is a credit to the many months of study and labor put into it.

But more than the new building, we have a school which is vital to our community. Our teachers are first-rate citizens and so are the youngsters. Every person in the community is better off because of the work the school is doing.

We have gained two new industries, four business establishments and ninety-five new families. These are all welcome additions. Peckton is growing.

We have our own community players and, thanks to the foresight of the school building planners, a little theater for productions.

The citizens are involved. A group is leaving for an up-state visit to determine ways to set up a health center for guidance and psychiatric service.

BESSIE: Gee, Boss, you make this sound like it's all roses around here.

EDITOR: I'm coming to that. Make a sub-head: All Is Not Roses.

We still need a host of things. With the influx of new families, we will have to find some way to extend our water and sewerage systems. The Jason Street and Mary Street Subdivisions are in need of immediate attention. Revenue over and beyond that available to us from property valuation must be secured. The efforts of the Community Council to merge with the county hold promise. Voluntary subscriptions and tax hikes are temporary measures but may tide us over until things are settled. The two boards of education and the citizens council have met with small groups throughout the county to explain the facts and get the folks' ideas on the matter. Mr. Hogan of the State Department of Education and Mr. Johnson of the State University have been working closely with the two groups.

Efforts to build the new city park and recreation center have hit a snag. We would suggest that the civic clubs and the women's organization talk it over with the people before trying to go too far along alone. Peckton citizens have already expressed a desire to build the center. I believe that they would rather carry it through themselves than have it done for them. All three industries and the people will support it if given a chance. No offense, ladies and gents.

Joe Nobody reports that the community

resources group have not as yet found someone interested in developing the limestone deposits over on Barkton Hill. The school geology team estimated that it could be profitably worked for at least thirty years if a company could be interested. It may be that local capital could be raised and a company formed if outside investment cannot be secured. Roy Businessman says that his cement company is vitally interested.

BESSIE: (*impressed*) Imagine that old stone heap being worth something!

EDITOR: Better make another subhead: What's the Score?

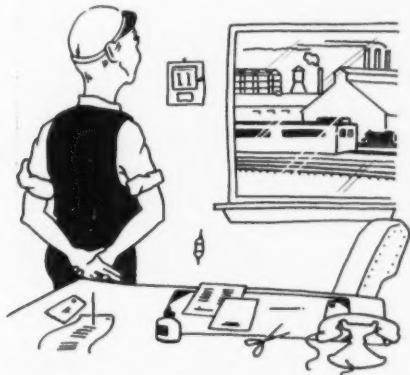
Despite the increasing number of problems facing Peckton—and there seem to be a never-ending stream of problems—it is difficult to be pessimistic. When one has lived in a town for over forty years or his adult life he gains a perspective that the initiate may not have. Frankly, I never thought I would see the day when the same people who ten years ago sat back on their front porches and voted against the flood wall because it would spoil their view of the river would now be out two and three nights a week hustling up things to do. True, we've had excellent leadership. Jim Schoolman, the Reverend Walker, Roy Businessman, Norris Newcomer and Si Civicleader have done outstanding jobs.

But what warms my heart is to see folks like Joe Nobody and Mrs. Housewife and Johnny and Julie stepping up to the forefront. Some of the kids at the school reported that over half of the folks at Peckton have been active sometime during the past two years on some phase of the community council program. Still more heartwarming is the fine spirit with which the folks have worked together. Much of the old apathy, backbiting and intolerance which existed before has now been dissipated. There is a spirit of oneness now in Peckton which never existed before. Surely it is in this that our real strength lies. When the folks from down-state came in to talk with us about our program here, it was this fine quality of citizen participation that amazed them most.

Now that we have a good start it will take a mighty potent act of Providence to stop us. There is a joy in working with each other that may be more important than we realize at present. The old ghost town is gone. In its place is a young, vital community that will continue to grow. There is nothing that the people of Peckton cannot do now if they set their minds to it.

. . . doctor it up a bit, Bessie. I've got to run.

THE END



EDITOR: The old ghost town is gone. In its place is a young, vital community that will continue to grow. There is nothing Peckton people can't do now if they set their minds to it.

The Editors Take . . .

A Look Ahead

DONNING prophetic robes, we hazard a guess that the schools of tomorrow will be different from anything we have seen.

We should find the school an integral part of its community. Its community accepts it as such.

The school's prime concern is the improvement of the community. It seeks to improve itself, not at the expense of other elements of the community, but in concert with them. It operates democratically.

. . . Further,

it seeks to make democracy effective in the community.

It seeks to develop leadership as well as exercise leadership.

It seeks to improve other social elements of the community.

It seeks to realize an intelligent use and distribution of natural resources.

Its plant and facilities are used, its staff and students are involved in the process of improvement.

. . . Its specific functions may vary.

They are defined in terms of the capabilities of its people.

Its curriculum deals with community life and problems of all of the people.

Portions of the present-day program which aim at making people effective in community living are not only retained but accentuated.

. . . The school of tomorrow

serves as the educational consultant for all community improvement groups.

It strives to make continuous

the whole community improvement program

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Superintendent of Schools
- Chagrin Falls, Ohio General Federation of Women's
Clubs,
Washington, D. C.
- Clarence, New York Ralph J. Stanley,
Supervising Principal
- Clarkston, Washington General Federation of Women's
Clubs
Washington, D. C.
- Claxton, Georgia Lucile Hodges, Teacher
- Clayton, New Jersey T. Franklin Kershner,
Superintendent of Schools
- College Station, Texas L. S. Richardson,
Superintendent of Schools
- Costa Mesa, California B. H. Peterson,
District Superintendent
- Delphi, Indiana Wayne Eikenberry,
Superintendent of Schools
- Deming, New Mexico O. H. Hosmer,
Principal, Smith School
- East Orange, New Jersey Moe Frankel,
Head of Social Science Depart-
ment
Clifford J. Scott High School
- Endicott, New York William J. Krum, Jr.,
Superintendent of Schools
P. C. Bradt,
Director of Adult Education
- Fair Lawn, New Jersey E. C. Grover,
Superintendent of Schools
- Fall River, Massachusetts ... William S. Lynch,
Superintendent of Schools
- Flint, Michigan Mark W. Bills,
Superintendent of Schools
- Hartford, Connecticut Paul W. Coons,
Executive Secretary, Greater Hart-
ford Council on Economic Educa-
tion
- Hazleton, Pennsylvania Thomas L. Hinkle,
Superintendent of Schools
- Heber, Utah Rowan C. Stutz,
Superintendent of Schools
- Indianapolis, Indiana H. L. Shihler,
General Superintendent of
Education
- Kermit, Texas G. L. McGuire,
Director of Special Activities
- La Mesa, California Gerald Sprung,
Director of Special Services
- Lansing, Michigan Henry J. Ponitz,
Chief, Department of Adult Edu-
cation
- Lepanto, Arkansas J. D. McGehee,
Superintendent of Schools
- Lexington, Kentucky N. C. Turpen,
Superintendent of Schools,
Fayette County Schools
- Longview, Texas R. C. Fagg,
Superintendent, White Oak Pub-
lic Schools
- Louisville, Kentucky Lourena Eaton, Teacher
- Lufkin, Texas J. A. Anderson,
Superintendent of Schools
W. R. Beaumier,
Editor, *Lufkin Daily News*
- Lyons Falls, New York H. Bentley Hobart,
Superintendent of Schools
- Martinez, California Nina McLeod Ritch,
Recorder of Public Information,
Contra Costa Junior College
- Minneapolis, Minnesota Rufus A. Putnam,
Superintendent of Schools
- Missouri, Valley Iowa K. W. Miller,
Superintendent of Schools
- New York, New York I. Victor Burger,
Assistant Superintendent
Abraham Ehrenfeld,
Assistant Superintendent
Simon Beagle,
School-Community Coordinator
Marion Dawley,
Principal, Public School 160
- Niagara Falls, New York ... William F. Small,
Superintendent of Schools
- Peekskill, New York Iernard S. Miller,
Director, Adult Education
J. E. Scott,
Superintendent
- Paducah, Kentucky Carmon Graham,
Principal, Heath High School,
McCracken County
- Philadelphia, Pennsylvania .. C. Leslie Cushman,
Assistant Superintendent
- Port Arthur, Texas Paul Hensarling,
Director, School-Community Re-
lations
- Portland, Oregon Amo de Bernardis,
Director of Instructional Materials
Donald Stotler,
Supervisor of Science
- Queens, New York Max Gewirtz,
Assistant Superintendent
- River Forest, Illinois W. E. Sugden,
Superintendent of Schools
- St. Cloud, Minnesota H. B. Gough,
Superintendent of Schools
- Sauk Rapids, Minnesota Teasel E. Kennedy,
Principal
- Schenectady, New York Harry J. Linton,
Superintendent of Schools
- Somerville, New Jersey William F. Lawrence,
Supervising Principal
- Springfield, Oregon E. H. Silke,
Superintendent of Schools
- Stephenson, Michigan Joseph Gucky,
Superintendent of Schools
- Superior, Wisconsin Leslie W. Johnson,
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- Virginia, Minnesota Floyd B. Moe,
Dean, Virginia Junior College
- Wausau, Wisconsin G. W. Bannerman,
Superintendent of Schools
- Weimar, Texas Clay Doyle,
Superintendent of Schools
- West View, Pennsylvania ... R. S. Rice,
Superintendent of Schools
North Hills Joint Schools
- Wilcox County, Alabama ... W. J. Jones,
Superintendent of Schools
- Wilkinsburg, Pennsylvania .. William M. Potter,
Superintendent of Schools

SPOTLIGHT

William Carr Speaks on Education and Defense; Charge Commercial Radio Fights Educational TV; New Type Teaching Desk Designed; Teachers' Salaries Tied to Merit System

Reuther, Bunche, Capp and Abrams Among Featured Speakers on "Education for National Security" at 79th AASA Convention

Leaders from labor, business, diplomacy and the arts, including CIO President Walter P. Reuther, UN official Ralph J. Bunche, cartoonist Al Capp and industrialist Frank Abrams, will be featured speakers at the forthcoming American Association of School Administrators convention, according to AASA President Virgil M. Rogers. They will join forces with 15,000 educators to consider "Education for National Security," theme of the week-long 79th annual convention which is

scheduled for February 14-19 at Atlantic City, New Jersey.

Walter P. Reuther, recently elected president of the Congress of Industrial Organizations, will speak on "Mobilizing Community Resources for Public Education." Mr. Reuther has devoted his life to labor problems on both the national and international scene. He has been instrumental in solidifying the position of unions and in obtaining benefits for the working man.

Dr. Ralph Bunche, director of the

Department of Trusteeship of the United Nations, will discuss "World Crisis and Education." A lifelong student of the social sciences, Dr. Bunche is probably best known for his work as United Nations mediator in Palestine.

Mr. Frank W. Abrams, chairman of the board of Standard Oil Company (New Jersey) and representing industrial management, will address the AASA convention on "What Schools Should Teach about Labor and Management." Mr. Abrams is keenly interested in the development and strengthening of the American educational system. He feels that all segments of the national life, including business, are beneficiaries of education and should participate in its support.

Mr. Al Capp, creator of Li'l Abner and one of the nation's best humorists, will consider "Mobilizing Human Resources for National Security."

Willard E. Givens Honored

Convention spotlight will center twice on veteran educator Willard E. Givens, who retired in August after serving 17 years as Executive Secretary of the National Education Association. In two separate ceremonies, Dr. Givens will receive the American Education Award for 1953 from C. Dallas Shields of Lima, Ohio, President, Associated Exhibitors, NEA; and he will be awarded an honorary life membership in AASA by Executive Secretary Worth McClure.

Further variations on the education-national security theme will be outlined by the following speakers drawn from both lay and professional ranks: Dr. Douglas Horton of New York, minister and executive secretary of the General Council of Congregational Christian Churches in America; Mrs. Agnes E. Meyer, Washington, D. C.; Hugh B. Masters, educational director of the W.

Headliners of Forthcoming AASA Convention Activities



Virgil M. Rogers
AASA President



Willard E. Givens
NEA Executive
Secretary, Retired



Walter P. Reuther
President of the CIO



Ralph J. Bunche
UN Official



Frank Abrams
Industrialist



Al Capp
Cartoonist

K. Kellogg Foundation in Battle Creek, Michigan; John K. Norton, head of the Department of Educational Administration of Teachers College, Columbia University; Paul R. Hanna, professor of education at Stanford University and Point Four representative for the Federal Government in the Orient; and G. Robert Koopman, associate state superintendent of public instruction in Lansing, Michigan, who directed the educational program in the American zone of Germany.

Delegates will hear greetings from Mrs. Sarah C. Caldwell of Akron, Ohio, president of the NEA; from Mrs. Newton P. Leonard of Providence, Rhode Island, president of the National Congress of Parents and Teachers; and from Mr. Shields. Current curriculum issues will be outlined by L. G. Dertthick, superintendent of schools, Chattanooga, Tennessee, and chairman of the 1953 AASA Yearbook Commission.

The School Building Architectural Exhibit which annually demonstrates up-to-the-minute developments in school planning is slated to unveil plans, photographs and models of school buildings that have been constructed since 1948 or are now in the process of construction. School building specialists will be on hand to explain these exhibits which are sponsored by AASA and the American Institute of Architects.

Another major attraction will be the colorful and elaborate commercial displays of school books, supplies and equipment sponsored by more than 350 firms and organizations which will help make the 1953 exhibit the world's largest educational trade show.

Some Lighter Touches

A lighter touch to serious convention business will be provided by these musical organizations: Paul LaValle and the Band of America and the Angeliars Harp Ensemble, both presented by the Associated Exhibitors; the Westfield High School Choir, Westfield, New Jersey; High School Symphonic Band, Hornell, New York; Washington and Lee High School Choir, Arlington, Virginia; and musical groups from the Atlantic City Public Schools. Also featured on the convention's hospitality list are several state breakfasts, college dinners and a "Friendship Hour" for all delegates.



U. S. Army Photo

First graders in the Narimasu Elementary School of the Tokyo American school system learn about Japanese customs and manners from a Japanese culture teacher.

Operation "Education," Schools for American Pupils in Japan, Has 1,000% Enrollment Increase in Seven Years

American educators who hold their heads over 100 percent increases in school enrollment can count their blessings after learning of the Tokyo American school system, which has experienced an increased enrollment of over 1,000 percent in the seven years of its existence. Designed to facilitate the education of dependents of Security Forces personnel, the Tokyo American School grew from one school with an initial enrollment of 167 pupils to a peak total of five schools with over 2,000 pupils.

Major Fred C. Streng, former superintendent of schools in Saratoga, Wyoming, heads the system, which now boasts a staff of 95 elementary and high school teachers. R. W. Peterson, former superintendent of schools in Phillipsburg, Kansas, serves as assistant director and technical advisor; and Dr. R. B. Patin, director of dependent schools, G-I Section, Federal Economic Commission, issues the directives which outline the schools' course of study.

Similar to U. S. Schools

The school calendar for T. A. S. is comparable to that maintained by similar stateside educational systems. Teachers are carefully selected on the basis of ability and background and are screened through a nationwide recruiting program. Qualifications

for both teachers and principals are high.

The School is a member of the North Central Association of high schools, colleges and universities. Major Streng has been authorized to give college entrance examinations to all high school students in Japan.

T. A. S. has two well-organized, capable PTA's. It also has a school board that acts in an advisory capacity for the system. Cafeterias serve



U. S. Army Photo

Major Fred Streng, left, TAS director, confers with Mr. R. W. Peterson, assistant director, in their Tokyo office.

SPOTLIGHT

well-balanced luncheons to the students at a minimum cost, and the system transports students to and from school over 33 routes throughout the Tokyo area in buses furnished by the Command's Motor Center.

AASA'S 1953 Yearbook To Be Ready in February

News comes from the National Education Association that *American School Curriculum*, the 1953 yearbook of the American Association of School Administrators, will be ready for distribution early in February. The yearbook discusses the elementary and secondary school curriculum from the standpoint of the school administrator.

It is hoped that the yearbook will be widely used by lay groups such as PTA's and citizen committees. It presents the general objectives of the



Dr. Fred W. Hosler

schools, patterns of curriculum organizations, examples of new developments, the importance of teaching aids, home and community influences, the role of pupil learning and of the teacher's classroom methods, appraising results, and ways to interpret the curriculum to the public.

Educational Profession Loses Dr. Fred W. Hosler

Dr. Fred W. Hosler, superintendent of schools in Lynwood, California, and a member of the Editorial Advisory Board of *THE SCHOOL EXECUTIVE*, died October 30.

A native of Scranton, Pennsylvania, Dr. Hosler received his bachelor's degree from Pennsylvania State College and his master's and doctor's degrees from Columbia University. He held a number of positions in the schools in Pennsylvania and the State Department of Public Instruction. For six years he served as Dean of the College in the Canal Zone Schools. He was superintendent of schools in Allentown, Pennsylvania; Oklahoma City, Oklahoma; and Lynwood, California. He served in many capacities in professional educational organizations including the Presidency of the Pennsylvania State Education Association.

Dr. Hosler was a vigorous and highly respected leader in the field of education.

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William Carr Speaks On Education and Defense

"The world's crucial struggle for freedom will be won only if American citizens utilize education to make skills in vocational competence, in health, in community living available to every segment of our population," said William G. Carr, executive secretary of the NEA, in November as 12 million parents and other citizens prepared to observe the thirty-second annual American Education Week.

Pointing out that the people in parts of Asia and Europe who are being taught to hate and despise everything American greatly outnumber the people of the United States, Dr. Carr characterized education as a sturdy bulwark of national defense because only through education "can we achieve a measure of equality, superiority, a maximum use of our man-power in this continuing emergency that may last decades—perhaps even longer."

Education's 6.5 billion dollar annual budget is not sufficient to meet current critical shortages of teachers, classrooms, buildings and aids to instruction, Dr. Carr asserted. Educa-



Brother Victorian Florkowski, C.S.C., uses the desk a fellow teacher designed.



Back view of desk shows ample drawer space. Footrail is an optional feature.

tion's expenditures comprise just one-eighth of the military budget total. "The public," he continued, "will not be able to pay for more teachers and better teachers, or to pay for the buildings to meet the results of the postwar birthrate with the odd pennies left over when it has bought everything else it needs or thinks it needs."

Dr. Carr concluded that "we will not have a good school until we put a competent, prepared, well-paid, well-equipped and unafraid teacher in charge of every 20 to 25 children, in a comfortable building that is not a menace to the health and education of those who inhabit it. We do not do those things now. Until we do them, we shall not greatly improve our education."

School Installs New Type Of Teaching Desk

A new type of desk for instructors, designed to provide both elevation and utility, was introduced at the St. Edward High School for boys in Lakewood, Ohio.

Built from specifications drawn up by Brother John Baptist Titzer, C. S. C., Director of Studies for Brothers of the Holy Cross in the U. S., the desk provides height necessary for proper classroom supervision, requires no platform, is lighter and more mobile than a standard desk, has drawer space ample enough for an instructor's needs, and can be used as a lectern.

Thirty-one of these unique instructors' desks are now in use at St. Edward High School, a new plant which opened in 1951. They were devised by W. A. Helms, Inc., Cleveland representatives of Shaw-Walker Co.

Press, Radio, TV Studied As Educational Media

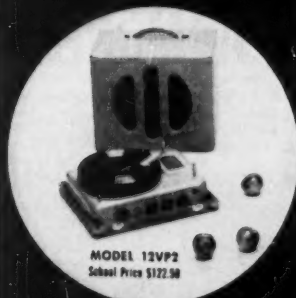
Newspapers, radio and television share a joint responsibility with the schools as educational media, it was agreed at the third annual School Public Relations Workshop which met last summer at Iowa State Teachers College. The workshop, which was sponsored jointly by the Iowa State Education Association and Iowa State Teachers College, brought together 120 school officials and leaders of Iowa business, indus-

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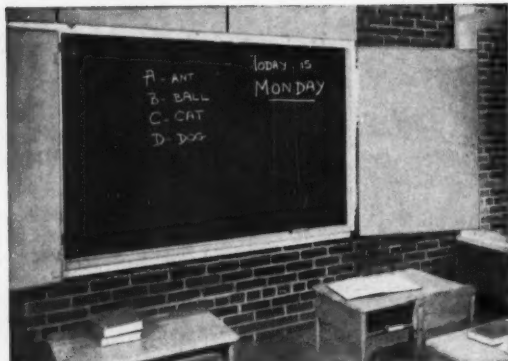
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SPOTLIGHT

try, civic life and press and radio representatives.

The workshopers agreed that because methods of classroom teaching have changed and the demands made upon the schools have increased, there is urgent need to bring the public up to date as to "how school keeps." Editors and radio men, they said, should visit the schools and see first hand what is being done. School people, on the other hand, should learn the art of plain talk, avoid "educatoralese," and should attempt to supply newsworthy material.

The workshop further agreed that superintendents and school boards should avoid "closed door" sessions and should not attempt arbitrarily to suppress unfavorable news. The mystery surrounding news only tends to heighten interest in it. And holding up news in order to get wider dispersion of facts in one news medium as opposed to another is the surest way to destroy the confidence of editors and radio men, the members of the workshop said.

International "Currency" for Educational Materials

A new international currency called UNUM has just appeared on the world market. It is an international coupon designed by UNESCO for purchasing books and educational material from abroad and for making gifts of educational equipment. UNUM will eventually replace UNESCO's present book and gift coupons.

The word means "UNESCO Unit of Money," and one UNUM will be worth five American dollars. It can be easily converted by the institution that receives it.

NEA Grows: New Buildings New Membership

A \$5 million building program by the National Education Association was announced late in November by Dr. William G. Carr, executive secretary. Construction on a new addition to the present headquarters in

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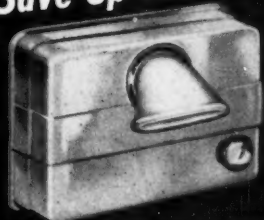
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Washington, D. C., is expected to start in the spring of 1953. The NEA hopes to complete the building program and have it in operation by 1957, the year in which the organization will mark its 100th anniversary.

The NEA, a national professional organization of educators, was founded in Philadelphia in 1857 to promote the welfare of pupils and teachers, to advance the science and practice of education and to build strong school-community relationships.

When the NEA moved to Washington in 1917, its membership was 8,466 and was composed largely of school executives and other education leaders. Today its membership exceeds 490,000, most of whom are classroom teachers.

Five Million Enroll in Adult Education Classes

Adult school classes enrolled an estimated 4,744,256 students during the past year, according to a recent nationwide survey conducted by the National Education Association. This represents an increase of almost two million in the past four years.

Housewives comprise nearly one-fourth of the total enrollment, and another fourth is made up of skilled, semi-skilled and unskilled workers. A little over 17 percent of the total number enrolling in adult classes are business and office workers.

Leland P. Bradford, director of the NEA Adult Education Service, attributes the new interest in adult education to the change in the program. "Public school adult education," he declared, "has itself moved far from the position of repeating the elementary and secondary school program to one in which its curriculum ranges widely to meet adult needs for education assistance."

Classes in civics and public affairs forums were ranked most popular by adults. Safety and automobile-driving education is the second most popular field. The smallest increase in interest was reported in the area of general academic education, vocational and commercial education.

Enrollments in adult education

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classes are increasing almost three times as fast in smaller cities as in the larger cities. School systems having a director of adult education were found to have larger and more comprehensive programs than cities lacking such an official. The most controversial issues facing many groups of public school adult education people today are questions about the inclusion of recreational activities and the payment of fees.



Dr. Roy Blough

Joint Council on Economic Education Plans for 1953

Discovering the most effective ways to teach economics in American schools was one of the tasks faced by the Joint Council on Economic Education at their November conference in New York City. Professor George Fersh, professor of education at Plattsburg State College, Plattsburg, New York, discussed the problems approach to economic education as one possibility that has many natural advantages. He said that children of all ages are interested in some aspect of economy, and there are abundant natural laboratories in which to work.

Dr. Roy Blough, principal director

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of the Economic Affairs Department of the United Nations, was the guest of honor. He addressed the meeting on "Economic Problems of the United Nations."

Professor Ruth Wood Gavian of Brooklyn College, Brooklyn, New York, discussed "Problems of Economic Education in Elementary Schools." Dr. C. Leslie Cushman, associate superintendent of the Philadelphia Public Schools, discussed the same topic on the secondary school level; and Dr. E. De Alton Partridge, president of Montclair State Teachers College, New York, considered it on the college level.

Case studies in regional organization for economic education were presented by the Greater Hartford (Connecticut), the Illinois and the Tennessee Councils on Economic Education.

Armed Forces Tests Have Implications for Education

As many as 56 percent of one month's selective service registrants of one state have been rejected by the armed forces for failure to pass the Armed Forces Qualification Test. This is one of the figures given in a pamphlet compiled by the Research Division of the National Education Association entitled *Implications of Armed Forces Qualification Test Results for Education in the United States*, which presents some of the deficiencies which still exist in our progress toward the goal of universal education and calls for a coordinated attack by the three levels of government.

The pamphlet suggests the following responsibilities. Local authorities can seek out those individuals who have not been or are not now being reached by the school program. A minimum school program in any state is not acceptable as a minimum until every educable child has been included in the school program. Only the superior financial resources of the Federal Government can provide the broad financial base that the universal literacy goal requires. Federal aid for general school purposes

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is necessary to raise the level of schooling within and among the several states.

Studies of this type are part of the Educational Research Service of the American Association of School Administrators and the Research Division of the NEA which is available to educators on a yearly subscription basis.

Building Permits Issued for 4,400 New Classrooms

The nation's children will have an estimated 4,400 new elementary and secondary school classrooms in buildings for which "commencement of construction" permits were approved by the Office of Education of the Federal Security Agency in October. These permits were issued by the Civilian Education Requirements Division of the U. S. Office of Education under a delegation of authority from the National Production and the Defense Production Administration involving allotment of critical materials required for educational construction during the present emergency.

October permits were for construction of 390 elementary-secondary school facilities and for 54 projects in higher education.

Citizenship Conference Considers Role of Youth

President Truman told delegates to the Seventh National Citizenship Conference, which met recently in Washington, D. C., that it is their job to make the ideals and principles of Americanism clear to all citizens and particularly to young people. The success of our institutions depends on a clear understanding of what our democracy is—what its foundations are—where it is strong and where it is weak," the President warned. "Free government is based not only on morality, but also on reason."

The President's address was part of the first official observance of Cit-

SPOTLIGHT

izenship Day, new annual patriotic day by act of Congress. Approximately 1,000 delegates representing 600 public and private agencies throughout the nation attended the three-day conference sponsored by the United States Department of Justice and the National Education Association.

Young people representing various youth organizations throughout the country took part in panel discussions and participated in the discussion groups. Among the conclusions reached by the eighteen discussion groups were:

1. Young adults, for many different reasons, either do not or cannot exercise their rights as citizens.

2. The enjoyment and exercise of constitutional rights and privileges is fluid and not static. Rights and privileges change and develop as conditions change as new problems arise.

3. Good citizens are physically and mentally healthy.

4. A community is not a group of buildings, it is a group of people. A community flourishes only when its citizens work constantly to improve it.

5. A citizen's responsibility is to his own community as well as to his nation.

Charge Commercial Radio Fights Educational TV

Commercial radio interests throughout the country are trying hard to upset the Federal Communications Commission order setting aside 242 channels for non-commercial, educational use, according to Frieda Hennock, a member of the FCC and a leading supporter of educational television. But public opinion, she added, is almost 100 percent in favor of educational TV.

Mayor Zeidler of Milwaukee, Wisconsin, where efforts to obtain a construction permit for channel ten have been opposed, believes the opposition is "generated by commercial radio stations that want a TV channel for themselves." He issued this statement: "The struggle for a free and untrammelled opportunity for education has been a long one and it ap-

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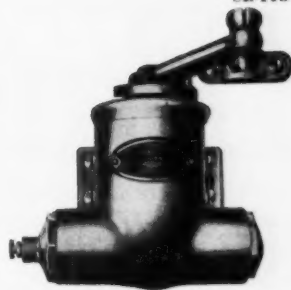
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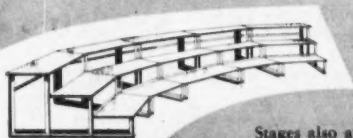
Since the Panel is a single one-piece unit there are less pieces to assemble—the framework is stronger—entire Bleacher sections can be moved without dismantling and leveling can be easily accomplished by merely raising or lowering one end of the Panel. A treated, sloped end, oak skid bolted to the 5" steel channel base protects against direct contact with the moist earth and prevents sod damage when moving or relocating Bleacher sections.

Playtime has the exclusive Welded Steel Panel. Only the Playtime Welded Steel Panel can offer you these exclusive Bleacher advantages—so specify Playtime.



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seating
dollar

in Risers



In the Riser as in the Bleacher, Playtime stresses safety, versatility, easy handling and assembly plus compact storage. All this is accomplished by using the exclusive Welded Steel Panel. All parts of the Playtime portable Riser are small and light enough for easy handling by a single person. Assembly is as simple as A-B-C.

Playtime Risers are available for Seated or Standing Chorus, Orchestra or Band. Portable

Stages also available. Playtime portable Risers are suited for commencements, class or group pictures—indoor or out—and can be used for additional seating at basketball games and class demonstrations. Write for suggested layouts to fit your requirements.

Write for free, illustrated Brochure on Playtime Bleachers or Risers.

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MARS, PENNSYLVANIA

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parently is by no means over. The right of educational systems to radio and TV must now be established."

In an address before delegates to the New York Educational Television Institute, which met in November in Schenectady, Dr. William Jansen, superintendent of schools of New York City, commented on the time, funds and organization necessary prior to the actual contracting for a television channel. He concluded, "I don't believe we should be put in the position of either taking channels now or giving them up forever. The Federal Communications Commission should take the position that some stations should be reserved for all time for the public."


While many obstacles are being encountered, progress is being made in the field of educational television. The Office of Education, Washington, D. C., reports that an informal survey this fall revealed that 86 colleges and universities, 30 school systems and five medical schools are producing television programs to help carry on their work. In addition, some 200 more institutions are equipping classrooms and laboratories to receive television or wiring to pick up programs from their own classrooms.

As of October 15, 1952, fourteen applications had been presented to the FCC for construction permits to operate stations. These are to come out of the 242 channels set aside by the FCC last spring for the exclusive use of education on a non-commercial basis. The trend seems to be toward state-wide networks for education. Fourteen states already are operating or planning such hook-ups.

UNESCO Publishes Part I of World Film Directory

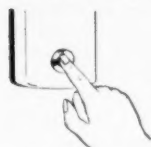
UNESCO's Mass Communication Department has just published the first part of a World Film Directory. The Directory is designed as a means of facilitating contacts between persons interested in films of an educational, scientific and cultural nature. It lists, country by country, the addresses of the key agencies, government offices, societies and trade as-

no "Fuss" about it!



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Eliminate the MUSS and FUSS of Handling and Storing Towels—and Towel Littered Washrooms!

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- Elimination of fire hazards in towel littered washrooms!
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sociations concerned with film production and diffusion.

The first part of the global directory covers Africa. Subsequent sections will deal with the Americas, Asia, Europe, and Oceania. A separate edition will cover the international field.

Public Schools Spend \$280 Per Pupil Annually

Public school property in the United States is currently valued at over nine billion dollars, which is an average of \$385 per pupil, according to figures released by the NEA last fall.

Annual expenditures to keep the business of education rolling total 6.5 billion dollars. In other words, public schools spend an average of \$280 per pupil annually to build our future human resources. This is about one-eighth of our present military budget.

Latest estimates indicate that 1.0 percent of public school revenues come from the Federal Government, 42.7 percent from state sources, 5.6 percent from county sources and 49.8 percent from local sources.

Teachers' Salaries Tied To Merit System

Contributions have been made to the problem of relating the merit principle to teachers' salaries, according to Dr. J. Cayce Morrison, coordinator of research and special studies for the New York State Department of Education. He points out experimental evidence of this emerging relationship in a recent article sketching the historical background out of which the teachers' salary legislation of 1947 and 1951 developed.

New York's teachers' salary law of 1947, says Dr. Morrison, was probably the most controversial legislation in the history of the teaching profession in the United States.

From a list of eleven statements issued in 1951 by the Commissioner



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NO { Towels Mess Servicing



With the perfected, automatic NATIONAL HAND DRYER —dries hands completely dry in 20 seconds!

Eliminates the constantly mounting cost of paper towels or towel service—no storage problem, no filling of cabinets, no removal, cleaning and disposal time or attention. No time when clean, sanitary drying service is not available.

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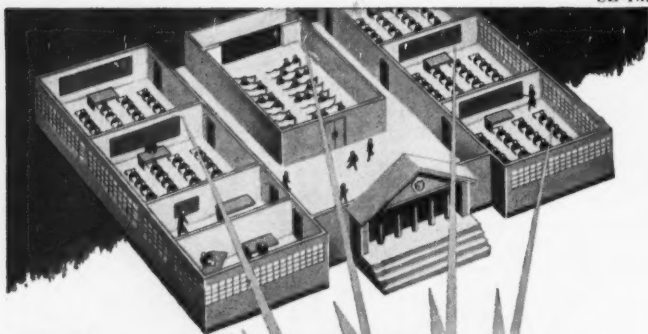
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For average heads of hair. A completely hygienic method of drying under sanitary conditions; guards students' health; helps prevent colds. Eliminates untidy shower rooms, costly towel replacement and service. Quick and pleasing.

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Executone gives you instant voice-to-voice contact with every part of the school

Easier, more efficient administration can be achieved with this modern *low cost* intercom system. Executone meets all essential communication needs of every school!

Just push a button—for instant two-way contact with every classroom... to quickly locate roving personnel... to make announcements.

Teacher's privacy protected—Principals can study teaching methods via Executone. An optional indicator lamp signals when the "line" to a class is open. Calls to principal's office are signalled by chime and light.

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drills, Executone prevents confusion... quickly locates nurse or doctor... safeguards life and property.

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of Education for New York two items relate the principle of merit to teachers' salaries. Item number five reads, "The State may cooperate with local authorities in providing higher rewards for the few who over a period of years render unusual teaching service." Item number ten reads, "Local school authorities should seek the cooperation of teachers and citizens in making adaptations of the State schedule that will best serve the needs of their respective communities and in establishing standards for promotion of teachers."

Dr. Morrison concludes with these statements: "There will always be a few teachers whose work for one reason or another falls below the level of promise they gave under probationary appointment; withholding the annual increment is an effective means of challenging them to give satisfactory service. There will always be teachers who have the vision, the energy, the skill to give exceptional service. There should be some means of rewarding them as teachers other than promotion to administrative or supervisory positions. Leadership in working out these two relatively simple applications of the merit principle should be taken by teachers themselves, with the assistance of colleges of education and state departments of education."

Proper Installation Adds to Playground Safety

Proper installation of playground equipment is essential to playground safety and will reduce maintenance expenses, says Mr. Norman R. Miller, vice-president of the American Playground Device Company. He makes these suggestions:

Check your equipment carefully before you sign the carrier's freight receipt to make certain that you have received all the pieces as detailed in the bill of lading which accompanies your invoice.

Alignment of all frame members is of paramount importance to assure the best appearance and performance and maximum structural strength. While the concrete is still wet and



Desks in the photograph are topped with G-E Textolite in the popular Birch wood grain finish.

Savings start immediately with G-E Textolite* plastic desk tops

in Central School, Homewood, Illinois



SUPERINTENDENT Elmer H. Schultz of Central School was looking ahead to long years of lower maintenance when he selected desks with G-E Textolite tops to replace old desks. He knew G-E Textolite was mar and scuff-proof — that ink wouldn't stain it — that years hence it would still be lustrous and showroom clean.

He found soon after installation that costs were immediately lowered because G-E Textolite cleans so easily. Classrooms with G-E Textolite topped desks can be cleaned in much less time than old-fashioned tops. Students, too, take pride in keeping their desk tops clean and neat.

With G-E Textolite you're money ahead on maintenance and cleaning costs — from the minute they are installed.

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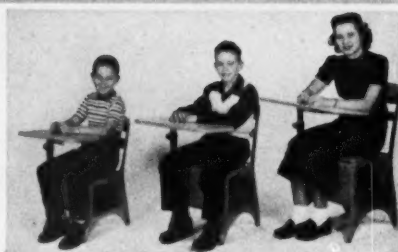
Griggs Skyliner Chair Desks are the finest in movable classroom furniture. Their modern design provides classroom seating of exceptionally beautiful appearance, genuine comfort, convenience and built of the finest quality materials for great durability.



When extra storage space is needed on the Skyliner Chair Desk, the convenient side pocket provides the additional storage without sacrificing classroom space.

Griggs Skyliner Straight Chairs are made in four sizes and a variety of colors on the metal frames. They are ideal for grouping and for regular use with tables.

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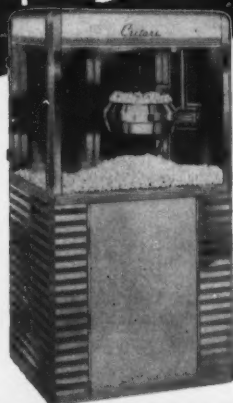


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"Hollywood" Floor Model Pops 16-18 oz. of raw corn per charge. Also available in Counter Model. Other models from 8-oz. to 2-lb. capacities.

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the fittings loose, a level should be used to make sure that top beams are level and straight and vertical supports perpendicular to the ground. After alignment, the fittings can be pulled down tightly and the concrete allowed to harden. No apparatus should be attached to the frames nor any playground unit be placed in use until the concrete footings have hardened for a least 48 hours.

Concrete around the base of all frame support members should be troweled smooth and shaped conically so that it is highest at the pipe members proper. It is recommended that at least four inches of turf cover all concrete footings, level with the ground line. For an extra measure of safety, the turf can be covered with tanbark, sawdust or shavings to cushion possible falls.

Playground equipment should be installed with a planned layout in mind. Children play best when they play within their own age groups. The ideal playground should incorporate a primary play area for children two to six years, a junior area for children six to ten, and a senior play area for children ten years and older.

Ford Initiates \$500,000 Foreign Study Program

Eighty-three recent American college graduates have been awarded an aggregate of \$473,850 by the Ford Foundation Board on Overseas Training and Research. These awards will enable them to initiate or continue studies on various problems concerning Asia and the Near and Middle East.

Many of the recipients will spend from one to three years in the countries they are studying. Others will carry out their projects in American Universities.

Gordon Gray, chairman of the Board on Overseas Training and Research, said, "The purpose of this program is to stimulate increased knowledge of certain foreign areas and to help meet the urgent need throughout those critical areas for large numbers of men and women well qualified in business, education,



Introducing smoke into the schoolroom model to make air flow visible.
Ronald Chatham photo

VENTILATION GOES TO SCHOOL

Texas Engineering Experiment Station tests show what kinds of windows and window detailing provide the best warm-weather ventilation

IF SCHOOLROOM—or plant—ventilation is a problem that concerns you, here's a report from the pages of "Architectural Forum" we know you'll want to read.

In it, you'll see how sun hoods, window types, and outlet wall openings effect the over-all air flow

pattern throughout the room . . . how, with proper design, schoolrooms can be made comfortable—even in hot weather.

If you missed reading this factual and timely report, we'll be glad to send you a copy. Just mail the coupon.



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THAT FOLDS!



**The Greatest Advance
in the History of Folding Chairs**

Undoubtedly, you've wished for a chair like this many times. Now it's here—perfected—ready to go to work for you. Here is permanent convenience and comfort adapted for emergency use—the greatest advance in the history of folding chairs.

The tablet arm is a built-in feature of the chair, not an attachment. It is strong, easy to operate, a marvel of engineering ingenuity (patent pending). For ordinary chair use when the arm is not needed, it folds down, out of the way, beside the chair, and flat against the chair for quick, safe stacking. The flat, folded depth of the chair is only 3 inches. The chair can be folded or unfolded in a matter of seconds. It is exceptionally easy to get into and out of.

Built throughout with all the famous Clarin insistence on utmost quality, the Clarin Tablet Arm Folding Chair will give years of faithful service. It is a supremely strong X-type chair, self-leveling, welded to insure exceptional strength and quietness. Its cushioned rubber feet, a Clarin exclusive, can't mar the finest floor. It comes with Clarin's famous reinforced seat of 5-ply plywood, or it can be had with fine quality leatherette on seat and back, or on seat alone. Available in wide range of frame and upholstery colors.

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No matter what your need, there is a Clarin Steel Folding Chair to meet it. Every chair represents the utmost in quality. It is stronger, safer, more comfortable—scientifically engineered in every detail to justify the only written 10-year guarantee in the industry.



Clarin Steel Folding Chairs for Children

Clarin's extensive line provides even for juveniles. Children love these colorful, sturdy, comfortable chairs made just for them. Hard to tip over, easy to set up, simple to fold... true Clarin quality on a smaller scale. Two sizes—up to 7 and up to 9 years.



SINCE 1926... THE ARISTOCRAT OF FOLDING CHAIRS

SPOTLIGHT

agriculture, labor relations and the professions."

This is the first year of the Ford Foundation's overseas program. No decision has yet been reached regarding the possibility of continuing it for a second year.

Book on Institutional Finance Published

The American Council on Education announced the publication of *College and University Business Administration* early in November. This is the first definitive volume in its field to be published since 1935. After seven years of research, the authors set down sixteen basic principles of college and university business administration.

Volume I covers budgets, audits and allocation of indirect expenditures and determination of costs. Volume II, which is now in preparation, deals with all other areas of business administration.

Five Educators Attend UNESCO Conference

Five American educators were among the U. S. Delegation at the seventh general conference of UNESCO which convened in Paris on November 12.

The conference brought together representatives of 65 member nations to evaluate the organization's progress and chart its program for the next two years. Further measures were designed to promote understanding among people of all nations.

The five American educators were: Robert C. Angell, chairman of the department of sociology, University of Michigan, Ann Arbor; Mrs. Sarah Caldwell of Akron, Ohio, president of the National Education Association; the Right Reverend Monsignor Frederick G. Hochwalt, secretary general of the National Catholic Educational Association and director of education of the National Catholic Welfare Conference; Paul H. Sheats,

ATF

Good School News

GRAPHIC ARTS—THE EDUCATIONAL FIELD WITH A FUTURE

American Type Founders, Department of Education, 200 Elmora Avenue, Elizabeth, New Jersey

DETROIT INTERMEDIATE SCHOOLS HAVE BROAD GRAPHIC ARTS PROGRAM

Established as part of educational system for many years

Graphic arts education has been an accepted part of the industrial arts program in the Detroit public schools for more than thirty-five years.

Seventeen of the Detroit junior high schools give graphic arts instruction to their eighth and ninth grade pupils.

In Detroit, every graphic arts department is equipped with type cabinets,

two power presses, and a great variety of smaller equipment, so that each pupil may have as complete training in printing as is possible within the time allocated to this program.

Typography and actual press work are emphasized, and other phases of graphic arts are included as part of the regular instructional program.



Students redistributing foundry type as a part of their training in graphic arts at the Durfee Intermediate School, one of seventeen Detroit intermediate schools with complete graphic arts departments.

ATF Information Aids Graphic Arts Industry

The Little Giant "Ten Strike" booklet is one of many publications ATF has prepared to aid the Graphic Arts Industry. With 16 photographs of Little Giant features, this booklet serves to thoroughly acquaint the reader with this particular press, and enables him to form a standard for comparing various presses of this size. ATF's Department of Education will be glad to furnish a copy of this booklet for use in your classes.

Consult ATF's Specialized Department of Education Engineering Service

ATF maintains specialized services for vocational and industrial schools.

We can assist you with your layout for a graphic arts department or shop, in outlining training courses, or finding competent instructors.

ATF also serves as a complete source of supply for equipment.

Call on us today. Write for your copy of ATF's booklet, "Career Opportunities in the Printing Industry."

NEW DE ROOS Type Face

combines delicate beauty
with all-around usefulness!

The new type face designed by the celebrated S. H. DeRoos is eminently graceful due to slender forms with full length ascenders and descenders. They are carefully balanced in color so that they print well on both rough and coated papers. If you desire a more complete showing, write for specimen folder.

Popularity of ATF Little Giant Presses for Graphic Arts Instruction Increases Rapidly

The recent installation of an ATF Little Giant press at the Essex County Vocational School, Newark, New Jersey, brought the total number of these 12x18 automatic cylinder presses now in use in the school field to 118.

They are now being used in the graphic arts departments of schools in thirty-four states.



The ATF Little Giant is an ideal press for student instruction because of its ease of operation, and the wide variety of work it can print. It introduces the student to the whole field of letterpress printing because it operates on the same principle as the Kelly and other larger presses.

Completely guarded, with no exposed reciprocating arms or levers, and having a large, easily accessible brake for immediate stops, the Little Giant is the safest press on the market today.

For students planning a future in the graphic arts, experience on the Little Giant 6 provides particularly valuable experience, since it is a press that is finding ever-increasing use in the industry.



FULLER FLOOR BRUSHES CUT COSTS BY CUTTING STROKES

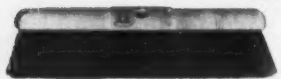
With labor costs running as high as \$1.25 an hour for maintenance men, the cleaning tools you put in their hands become mighty important. Supply them with Fuller Floor Brushes and cut your maintenance costs. Let one stroke do the work that formerly required two or three. With Fuller Floor Brushes you get a clean sweep with every stroke, no backtracking. You'll find a size and type to meet your every need.

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Wide-flaring ends increase sweeping surface, reach dirt in corners and along the baseboards. Pitch-set by hand. Combinations of Nylon and horsehair, also Nylon, horsehair, and fiber for moving sand and heavier soil. Long, flexible trim of material.

FOR LIGHT INDUSTRIAL CLEANING



Staple-set by machine—horsehair and fiber centers, outside row all horsehair. For heavier soil all fiber centers with horsehair outside row to insure a clean sweep.

FOR ROUGH SWEEPING



Inexpensive floor brushes for use on concrete and rough floors where metal chips and heavier refuse have to be swept. Made in a variety of long-wearing, water and oil resistant fibers.

FULLERGRIP FLOOR BRUSHES



Brush material permanently held in steel backing. Cannot shed. Open back—easy to clean.

All floor brushes regularly stocked in widths from 12" to 36". For specifications on complete line of Fuller Floor Brushes write to . . .

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associate director of University Extension, University of California, Los Angeles; and Elvin C. Stakman, chief of the Division of Plant Pathology and Botany of the University of Minnesota, St. Paul.



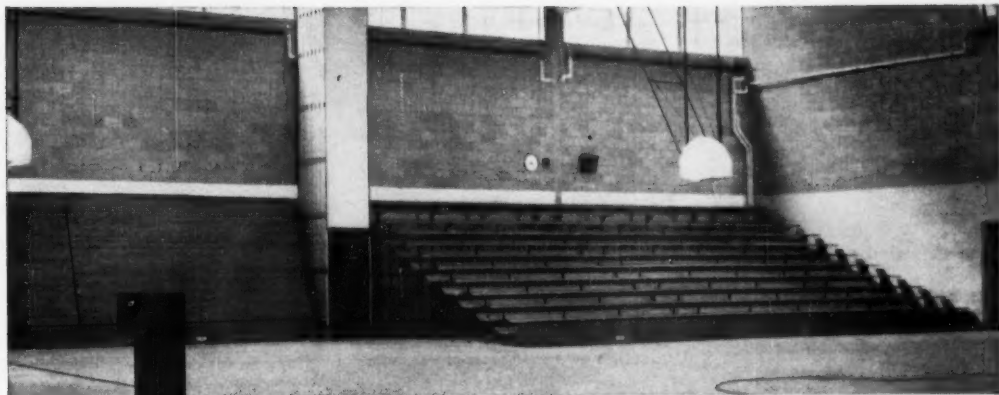
Education on U. S. in World Affairs Urged

The United States National Commission in the United States for more factual information about world affairs at the close of the three-day meeting at Washington, D. C., in October. Interpreting recent attacks on the United Nations and UNESCO as signs of ignorance about the work of these agencies, the Commission asked its constituent organizations to supply knowledge that would fill this dangerous void. There was agreement that primary attention be given to general information about the role of the United States in international affairs.

School Savings Program Tops National Goal

Last fall the Treasury Department conducted a special campaign to enroll an additional 3,000 schools in the

The School Executive



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3 gyms in one!

■ HORN folding gymseats and partitions can easily triple your gym facilities! When the partitions are folded and the seats extended you have an exhibition gym that pays its own way. With the gymseats folded and the partition extended your gym becomes two separate units.

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Write today for details on Horn folding gymseats and folding partitions... and the new Horn wardrobes and folding stages!

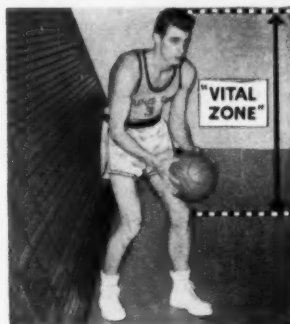
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SCHOOL EQUIPMENT

DIVISION OF

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FORT DODGE, IOWA



FOR SAFETY, plan with HORN! Horn folding gymseats provide a smooth, sloping surface when folded... real protection for the vital zone!

SPOTLIGHT

School Savings Program. The campaign was successful; 5,815 new programs were established.

Each state Savings Bonds Office has undertaken to make School Savings Stamp Day available to a minimum of fifteen percent of the total school enrollment. It is expected that five million students will take advantage of Stamp Day.

School savings have been on the uptrend for the past three years. Stamp sales for the school year 1949-50 were \$10,800,000; for 1950-51 they were \$11,600,000; and for the school year 1951-52 jumped to \$14,000,000.

National Employment Policy For Youth

Youth is one of America's greatest shortages today. Two million fewer

babies were born in the depression thirties than in previous years. Yet from this smaller pool of youth we must fill the demands of the armed services and industry. Although school enrollment is now above the prewar level, there are still close to a million youth out of school and working, according to the U. S. Department of Labor.

The U. S. Department of Labor has set up a National Policy on Employment of School-Age Youth and urges that it be supported by both schools and employers. The following points are the recommendations made in the policy.

Encourage teen-agers to complete high school. Insist that they get work permits. Observe child-labor and social security laws. Employ students no more than eight hours a day, six days a week; no more than three or four hours on school days. Avoid employing them at night or during early morning hours. Provide a safe and healthful place to work. See that teen-agers are treated with respect and understanding; give them good supervision, training, and a chance to develop on the job. Give boys at or near draft age full opportunity for employment until they are called into military service.

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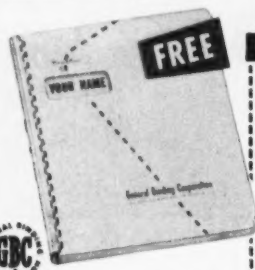
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Pamphlets of Interest

National Education Association

(The following pamphlets are available from the National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C.)

What to Pay Your Superintendent is published jointly by the American Association of School Administrators and the National School Boards Association, Inc. Price: 25 cents.

State Minimum-Salary Laws for Teachers: 1952-53 is a special memo prepared by the Research Division of NEA. Price: 25 cents, discounts on quantity orders.

Teaming Up for Public Relations—A Handbook for Leaders in American Education. Price: \$1.00.

Public Relations Packet is a kit of

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Just fill out and mail the coupon. You will receive a 44-page illustrated handbook entitled, "Your Floors and How To Maintain Them." It is packed with useful information about floors, also a complete description of the tested and approved Multi-Clean Method for each type of floor.



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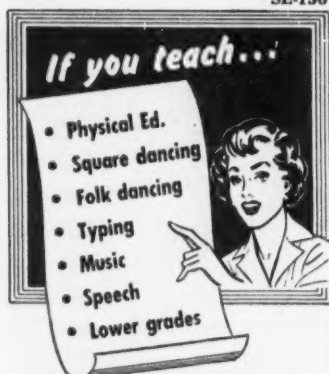
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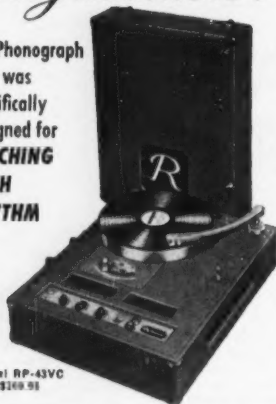


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SPOTLIGHT

twenty handbooks, pamphlets, etc. on public relations topics. Price: \$2.75.

U. S. Office of Education

(The following may be obtained from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.)

Television in Our Schools by Galen Jones and Wayne O. Reed. Bulletin 1952, Number 16. Price: 15 cents.

Teaching About The United Nations in the Schools and Colleges of the United States in 1950 and 1951 is a report prepared for the U. S. National Commission for UNESCO by the U. S. Office of Education. Price: 10 cents.

Proposed Minimum Standards for State Approval of Teacher Preparing Institutions. Circular Number 351. Price: 20 cents.

Colleges and Universities

Learning From Problems is a report of the Lake Murray Conference on problem situations in school administration. H. F. Alves, Box 1666, University Station, University of Texas, Austin, Texas.

Evaluation: A Report of the Sixth Annual Conference on Elementary Education and Administration. Center for Educational Service, College of Education, Ohio University, Athens, Ohio.

Bloom Township High School Plans for the Future. Office of Field Services, College of Education, University of Illinois.

Extracurricular Activities in Indiana High Schools: The Club Program is a bulletin of the School of Education, Indiana University. Volume XXVIII, Number 4. Indiana University Bookstore, Bloomington, Indiana. Price: \$1.00.

Viewpoints on Educational Issues and Problems is a report on the thirty-ninth annual meeting of the

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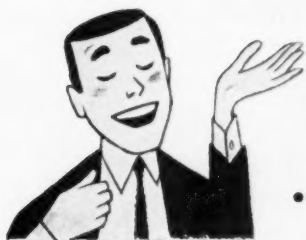
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*Convenient
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Sanitary*



Photo shows how entire interior of an R-W No. 833 Multiple-Action Master Control Door Wardrobe is instantly accessible, instantly exposed for airing, simply by opening master door.

CHECK THESE IMPORTANT FEATURES!

- ☒ **Sanitary ventilation** of apparel—design of doors allows circulating air to reach the clothes—helps reduce musty odors and dampness.
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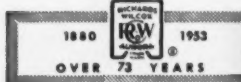
Richards-Wilcox School Wardrobes are manufactured in accordance with three standard principles of operation:

Each type can be furnished complete with flush doors, coat racks, chalk boards, cork boards and other accessories.

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SPOTLIGHT

Pennsylvania State Education Association. University of Pennsylvania, Philadelphia, Pennsylvania.

An Experimental Workshop in Education: A Community Survey of Oregon City. Lewis and Clark College Bookstore, Portland, Oregon. Price: 25 cents.

Informal Groups and the Community is a research study of the Institute of Adult Education of Columbia University. Bureau of Publications, Teachers College, Columbia University, New York.

Miscellaneous

Preparing Tomorrow's Nurses was written by Elizabeth Ogg for the National League for Nursing. Number 185. Public Affairs Pamphlets, 22 East 38th Street, New York 16. Price: 25 cents.

Working Wives and Mothers by Stella B. Applebaum. Number 188. Public Affairs Pamphlets, 22 East 38th Street, New York 16. Price: 25 cents.

Children Can Work Independently suggests activities for elementary school children. Association for Childhood Education International, 1200 Fifteenth Street, N. W., Washington 5, D. C. Price: 75 cents.

Television in Education is a summary report of the Educational Television Programs Institute, Pennsylvania State College. American Council on Education, Washington, D. C.

How to Obtain and Screen Films for Community Use. Film Council of America, 600 Davis Street, Evanston, Illinois.

Teachers and the Community: An In-Service Program in Action by Harry Bard. National Conference of Christians and Jews, 381 Fourth Avenue, New York 16. Price: 25 cents.

Group Processes in Intergroup Education by Jean D. Grambs. National Conference of Christians and Jews, 381 Fourth Avenue, New York 16. Price: 25 cents.

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Use Tornado cleaning in your school and take advantage of the many extra cleaning jobs this versatile machine can do for you.

Hundreds of schools are using this powerful, rugged vacuum cleaner for vacuuming under desks, blower-sweeping auditoriums and gymnasiums, cleaning overhead fixtures, lockers, erasers, chalk trays, buses, furnaces and many other jobs . . . And, they're doing these jobs faster, with less operator fatigue.

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Write for Bulletin 600

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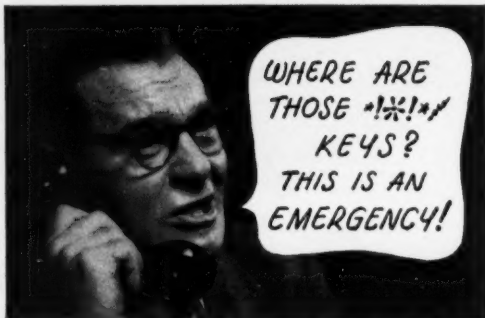
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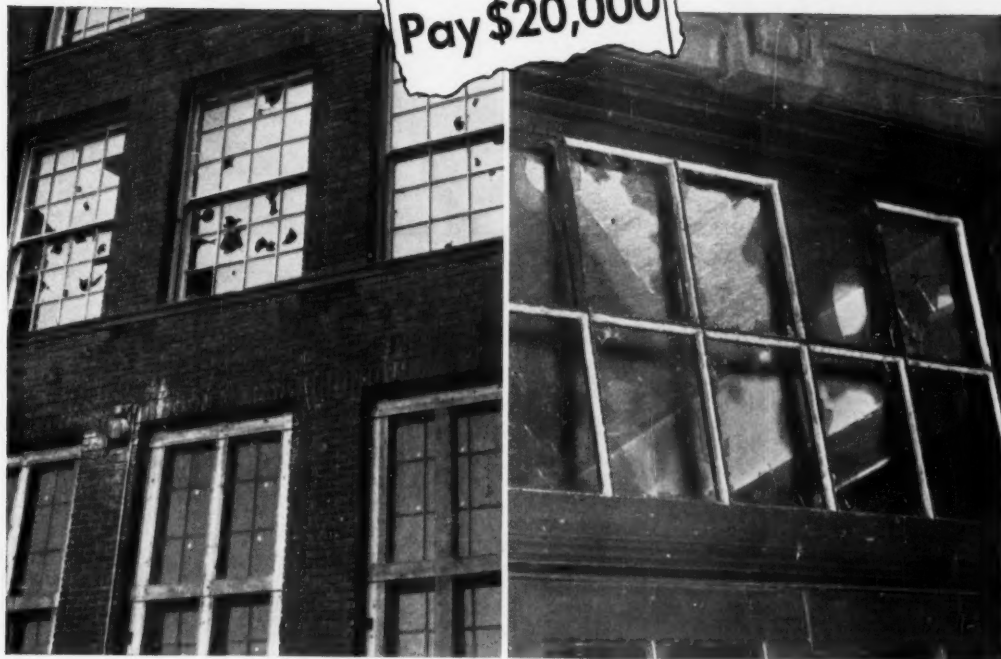
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The School Executive

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This headline is from "The Cleveland Press". But every city has the same problem . . . every year. Taxpayers have to foot the bill for maliciously broken windows.

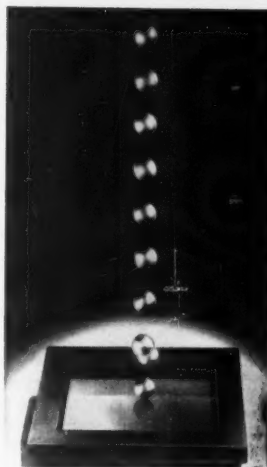
So see about *Tuf-flex** tempered plate glass for your schools. *Tuf-flex* for school windows is $\frac{1}{4}$ "-thick plate glass, heat strengthened during manufacture to withstand greater impact. It's a smart investment.

Test *Tuf-flex*, yourself. Call your L·O·F Glass Distributor for complete information, or write Libbey-Owens-Ford Glass Co., 8713 Nicholas Building, Toledo 3, Ohio.



LOOK AT THIS TEST

This shows a half-pound ($1\frac{1}{2}$ " diam.) steel ball being dropped on a piece of $\frac{1}{4}$ "-thick *Tuf-flex* from a height of 10 feet and bouncing off without damaging the glass. If maximum resistance is exceeded, *Tuf-flex* disintegrates into small, relatively harmless pieces.



TUF-FLEX TEMPERED PLATE GLASS

Made by LIBBEY • OWENS • FORD GLASS COMPANY

MEL AND MAC

by Clyde Lamb



Un-retouched stroboscopic photo demonstrates the almost unbelievable resistance to breakage of MELMAC dinnerware. "The two plates were dropped approximately 80 times from a height of 8½ ft. onto a hardwood surface," advises Ralph Bartholomew, Jr., photographer.



You'll be surprised, too!

... when you see how dinnerware made of MELMAC® molding material defies breakage and cuts your replacement costs to a small fraction of what they have been.

And you'll be surprised to find it so light weight that employees can carry heaping trayloads easily ... without complaints.

MELMAC dinnerware is easy to clean by hand or machine. It will not soften under heat. Its color goes clear through, from surface to surface — and its smooth-as-satin feeling and appearance make foods look more appetizing!



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Ask your supplier for MELMAC dinnerware identified with this insignia. It complies with the high standards of quality established for heavy-duty melamine dinnerware by industry through the U. S. Department of Commerce.

SCHOOL LUNCH



The Kermit School cafeteria is available to the community for special occasions. Here, faculty members enjoy the facilities.

In Kermit they planned . . .

A School Cafeteria for the Community

INVOLVEMENT of the community in the school lunch program may, to some, mean little more than the provision of hot, nourishing meals for its students; yet some school systems, Kermit, Texas, for example, have gone far beyond this stage of involvement.

A relatively new community situated in an isolated and barren locale, Kermit is composed chiefly of business houses and is supported predominantly by the oil and related industries. It is a well-to-do community

financially and as yet has not known a depression.

Needed Facilities

Until very recently many of the ordinary services existing in most communities were lacking in Kermit. Most badly needed among these was a dining room large enough to accommodate a banquet group of either adults or students. The board of education and the administrative staff of the Kermit school system believed that the school should provide this

service for its community. Therefore the new school cafeteria was designed to serve many purposes.

First, an adjoining lounge was included to provide a large, pleasant and comfortable place for patrons to gather before dining. This lounge can also be used for small, informal group meetings. The cafeteria itself has small, formica-top, four-place

Adapted from material by G. L. McGuire, Special Activity Director, Kermit Schools, Kermit, Texas.

SCHOOL LUNCH



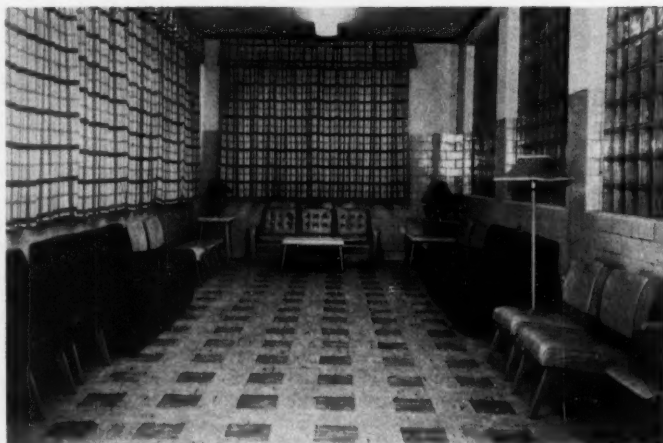
The occasion is a formal school dance, one of several held yearly. The orchestra plays for community groups also.



◀ Cafeteria becomes a recreation center for junior high school students celebrating play night.

tables. Attractive draperies have been installed at all windows, and also over the serving section so that this area may be closed off entirely. The room can thus be re-arranged to serve many purposes: it can be set up as a banquet hall for a large group; it can be arranged with tables around the walls for an informal dance and party; or it can be cleared entirely for a formal dance or business meeting, or as a recreation game room. The facilities of this cafeteria are not in competition with the local restaurateurs, whose services are utilized whenever possible.

Besides accommodating the regular noon meal for the student body, this cafeteria is functioning many nights during the week and weekends for both students and adults. It was designed for and is being used by all of the citizens in the community of Kermit.



The cafeteria lounge is considered a favorite meeting place by adult evening groups. Local committees, small clubs and civic organizations use it regularly.

*Year
after year*

THURMADUKE

**has been the
Model to imitate**

- 1 Saves up to 70% in heating costs.
- 2 Reduces shrinkage—gives extra servings.
- 3 Preserves flavors. Reduces waste.
- 4 Cooler—no steam. Reduces load on air conditioner.
- 5 Less cleaning time. Saves man hours.
- 6 Ruggedly built for longer life.

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Some years ago we introduced the original THURMADUKE Waterless Food Warmer, an entirely new conception of food warming that eliminated the unsanitary and wasteful water-pan, slashed operating costs and reduced shrinkage and flavor loss.

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Since then, each improvement and each new idea that has come off THURMADUKE production lines has been something new for them to imitate.

Before you buy any food warmer, be sure to investigate the original waterless THURMADUKE.

Call your nearest THURMADUKE Dealer
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Many other models available from Buffet
Warmers to complete Cafeteria Counters

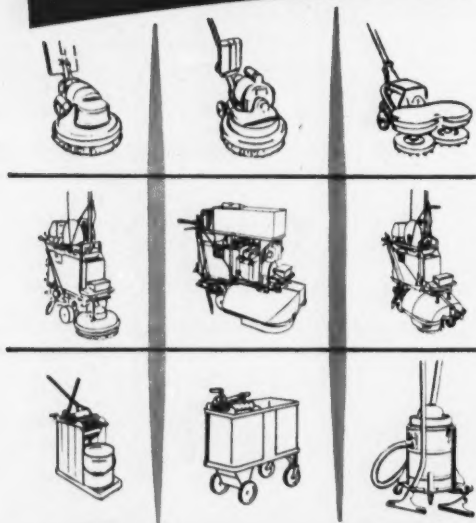
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with *Job-Fitted* EQUIPMENT!

Choose from the **COMPLETE Finnell Line**
More than a score of models and sizes
permits selection of the equipment
that's exactly right for your job!



However much a maintenance man may want to do a good job, and at the same time show savings in labor costs, he's stymied if the machine is too small, or too large, or is otherwise unsuited to the job. Different floors and areas call for different care and equipment. That's why Finnell makes more than a score of floor-maintenance machines. From this complete line, it is possible to choose equipment that is correct in size as well as model... that provides the maximum brush coverage consistent with the area and arrangement of the floors.

Finnell makes Conventional Polishing-Scrubbing Machines in both concentrated and divided-weight types, each in a full range of sizes... a Dry-Scrubber, with self-sharpening brushes, for cleaning grease-caked floors... Combination Scrubber-Vac Machines for small, vast, and intermediate operations, including gasoline as well as electric models... Mop Trucks... Vacuum Cleaners for wet and dry pick-up, including a model with By-Pass Motor. In addition, Finnell makes a full line of fast-acting Cleaners for machine-scrubbing... Sealers and Waxes of every requisite type... Steel-Wool Pads, and other accessories — everything for floor care!

In keeping with the Finnell policy of rendering an individualized service, Finnell maintains a nation-wide staff of floor specialists and engineers. There's a Finnell man near you to help solve your particular floor-maintenance problems... to train your operators in the proper use of Finnell Job-Fitted Equipment and Supplies... and to make periodic check-ups. For consultation, demonstration, or literature, phone or write nearest Finnell Branch or Finnell System, Inc., 3101 East St., Elkhart, Ind. Branch Offices in all principal cities of the United States and Canada.

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Originators of Power Scrubbing and Polishing Machines



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SCHOOL EQUIPMENT *News*

SE-201 Adjustable Desk-Chair Unit *Chair Swivels 45°*



The Penco-Desk shown above is quickly adjustable to seat any school student with the utmost comfort, thereby eliminating the need for several different sizes of desks in each classroom. The desk height may be adjusted from 21" to 30"; seat height 12" to 18"; leg room 5"; seat depth and back panel height may likewise be adjusted. The seat swivels 45 degrees each way against cushioned stops; back-panel is self-pivoting. The book box is made of one-piece steel with a flat bottom to allow for neat arrangement of books. The desk lid is adjustable to horizontal or inclined positions and is obtainable in birch or plastic.

PENINSULAR MANUFACTURING Co., 1017 Cottage Grove St., S. E., Grand Rapids 7, Mich.

SE-202 Slide, Filmstrip Projector *With Improved Condensing System*

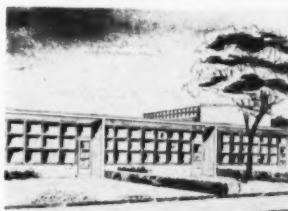
The MC-300 slide and filmstrip projector has an improved condensing system and Autofocus slide changer. The spherical design of the condensing system places even more light on the screen than previous models. The new slide changer has a rapid push-through action. It correctly places each slide, regardless of

mount, in the focal plane of the objective.

The basic structural and optical merits of the MC-300 have been retained on the new model. The motor-driven fan effectively cools the lamp house, optical components, and film. AO patented heat-absorbing glass offers added protection. The same high-quality Americote objectives of advanced optical design are carefully balanced achromatically and anastigmatically. The heavy gauge steel body and rigid die-cast base are finished in gray and maroon wrinkled enamel.

AMERICAN OPTICAL Co., Southbridge, Mass.

SE-203 Windows *Meet Modern Trend*



Rusco Prime Windows have many advantages that make them attractive for use in institutional buildings.

The four light window fills window openings up to 10 feet high. Ventilating panels slide vertically and can be supplied with separate screen and insulating sash. The three light high window ventilates through either the bottom or center panel. In the four light high window, the bottom panel and the third panel from the bottom ventilates. When combined horizontally, they meet today's modern architectural trend, providing panoramic glass areas for commercial-institutional buildings.

THE F. C. RUSSELL Co., 1100 Chester Ave., Cleveland 1, Ohio.

SE-204 Binding Equipment *For Volume Binding of Loose Sheets*



New equipment offered by the General Binding Corp. makes possible much greater production by office personnel of plastic bound literature. Foot-power actuation of the new punch and binder leaves the operator's hands free to handle loose sheets. More than 300 books per hour may be assembled by an unskilled operator.

The punching machine, Model 16 FP, sells as an integral unit, complete with dies, frame and all accessories needed for volume punching of loose sheets. The new binding machine is known as Model 16 FB. A sample assortment of full length plastic bindings is included with each machine.

GENERAL BINDING CORP., 812 W. Belmont Ave., Chicago 14, Ill.

SE-205 School Buses *Have Metal Book Racks*

Overhead book racks of flattened expanded metal are available as extra accessories on four new models of all-steel school buses built by Pathfinder Coach Div.

The strong, lightweight metal racks have an open-work, diamond-shaped surface that permits easy location of, and easy access to books and packages.

PATHFINDER COACH DIV., SUPERIOR COACH CORP., Kuskusko, Miss.

(Continued on page 140)

Folding Leg Table SE-206

Leg Locking is Positive



The Cowan Products Company Superior Folding Leg Table shown above features a new U type leg of continuous bent tubing for minimizing load on floors and preventing marring of floors. The leg locking

mechanism is simple and positive; easily handled by a child.

The plastic wood grain tops come with T Molding, anodized aluminum molding on the edges. Hardwood rails are used under the top for rigidity and also to permit stacking one table on the other without marring the top.

COWAN PRODUCTS Co., Inc., 1915 O St., Sacramento 14, Calif.

Power Tool

SE-207

Handles Drilling and Grinding

The portable power MallDrill Model 127, housed in lightweight



aluminum alloy, is designed for both light and heavy duty operations. The universal AC-DC motor, hardened heavy pitched gears, self-lubricating bearings, geared chuck, built-in trigger type switch, contoured bar handles and a spindle speed of 500 rpm combine for quick, easy, and efficient results.

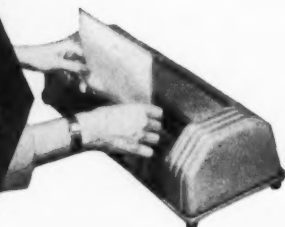
This MallDrill 127 for grinding and drilling comes equipped with 10 ft. 3-conductor rubber covered cord and plug. For polishing and sanding, the same MallDrill Model 127PS comes with the same equipment, except geared chuck, plus a 7" backing pad, 7" sheep wool bonnet, 3 assorted abrasive discs and adapter.

MALL TOOL Co., 7725 South Chicago Ave., Chicago 19, Ill.

Cuts Photocopy Time To SECONDS

SE-33

**AMAZING
NEW
PORTAGRAPH
TRANSCOPY**



**Portable... simple to operate...
Inexpensive to use!**

Transcopy is your answer to improved photocopying without time-consuming processing. Transcopy gives you, *in seconds*, a finished, photo-exact, positive copy of any office record regardless of type or color. Best of all, anyone on your office staff can do the job without previous photographic experience.

GET THE FULL STORY ON TRANSCOPY

Remington Rand

Room 1853, 315 Fourth Avenue
New York 10, N.Y.

Please send me free booklet P-334 describing in detail this great new unit.

Name _____ Position _____

Firm _____

Address _____

City _____ Zone _____ State _____

Lawn Sprinkler

SE-208

*Suitable for Athletic Fields,
Tennis Courts*



White Showers Rainbow Sprinkler waters large lawn or garden areas. This unit, unlike most sprinklers, waters a square area and doesn't miss the corners. It covers an area 60' x 60'—3600 sq. ft. under high pressure, or about 50' x 50' under average city pressure. By turning down the tap, a square plot 20' x 20' can be covered. And for watering between walks or borders, it can be easily set to oscillate or turn and water a space 10' x 60'.

The water is thrown high into the air, the machine oscillating back and forth to direct the spray—breaking the water into fine particles or drops that settle to the ground as a gentle shower.

WHITE SHOWERS, INC., 17514 Woodward Ave., Detroit 3, Mich.

The School Executive

WE BOTH AGREE IT'S
DURO-TEST
 FOR LONGER LIFE
 AND BETTER LITE



"Built Stronger To Burn Longer"

Designed specifically for commercial and industrial use . . . built ruggedly for long-life . . . Duro-Test lamps cut lighting costs . . . increase lighting efficiency.

For better light, longer life, fewer replacements, and lower maintenance costs write today for complete information.

DURO-TEST CORPORATION

North Bergen, New Jersey

Fountain Sink

SE-209

With Removable Grid Drainer

Keyed for low-cost efficiency is the Jet Flow fountain sink. Unlike the standard long-arm faucet that obstructs basin use and causes high glass and dish breakage, the Jet Flow principle feeds water to any one of three basins by means of a short, soft flow faucet.

The basins are one-piece, deep drawn, stainless steel. There are no seams or crevices to catch scum and grime because the front facing, top capping, and rear splash are one integral unit formed from a single piece of heavy stainless steel.

The sink also features a new re-

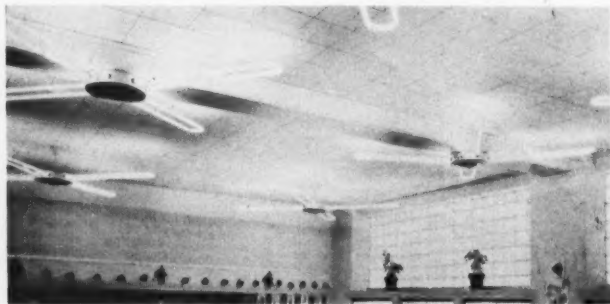


movable grid drainer replacing conventional corrugation. It assures positive draining.

THE LIQUID CARBONIC CORP.,
3100 S. Kedzie Ave., Chicago 33, Ill.

SE-35

HAVE YOU INVESTIGATED ...



THIS ENTIRELY NEW CONCEPT OF SCHOOL LIGHTING

HAIRPINLINE COLD CATHODE

YOU MUST SEE AN INSTALLATION TO APPRECIATE
ITS MANY ADVANTAGES.

NO LOUVERS OR GLASS REQUIRED TO COVER THE
LOW-BRIGHTNESS LAMPS.

THE FIRST MAJOR ADVANCE IN SCHOOL LIGHTING
IN YEARS.

THE RECORDS ARE IN AFTER SIX YEARS. THESE
RECORDS PROVE 12000 TO 15000 HOUR LAMP LIFE.
LOW MAINTENANCE COST—LOW CURRENT COST—
LOW FIRST COST. SAVINGS MEASURED AT THE END
OF EACH SCHOOL DAY.

SEND FOR FREE COPY OF OUR BOOKLET

FACTS ABOUT COLD CATHODE FOR SCHOOL LIGHTING

ILLUMINATING ENGINEERING COMPANY

2347 EAST NINE MILE ROAD, HAZEL PARK, MICHIGAN

Projection Screen

SE-210

Contained in Shadow Box

The Selectrovision Screen is ideal for projecting slides in lighted rooms. This folding, and therefore easily portable, screen arrangement was primarily designed for use with the automatic and remote-controlled Selectroslide projector for 2" x 2" slides. It is equally well adapted for other manually operated still projectors with sufficient luminosity and also for motion picture projectors.

The new type "black" translucent screen shows brilliantly illuminated pictures free from disturbing reflections. A front surface coated plate glass mirror inside the shadow box guarantees sharp and well defined images.

Another feature of this method of projection is that the lecturer, as well as his equipment, is in front of the audience. By placing the screen diagonally into a corner near the window, the widest angle of visibility will be obtained.

The top and bottom of assembly form a box into which the entire unit may be placed. No tools are required to set up or disassemble the unit.

SPINDLER & SAUTPE, 2201 Beverly Blvd., Los Angeles 4, Calif.

Gas Range

SE-211

For Heavy Menu Requirements



The Gourmet gas range made by Magic Chef is designed for kitchens which demand versatile and heavy menu requirements. It has stainless steel construction; six top burners (three of which are extra large); radiant broiler; chrome polished griddle; two extra large porcelain lined ovens, equipped with automatic oven lighting and safety pilots; fluorescent light; and two four-hour electric timers.

Production on the new range began on November 15.

MAGIC CHEF, INC., 1641 S. Kingshighway Blvd., St. Louis 10, Mo.

The School Executive

10,000 safe,
permanent, comfortable seats
for TROY, Ohio
sports spectators



Steel press box, with windows covered for between-season protection.

North Stand, 5,000-seat capacity, 30 rows deep, 270 ft. long.

PITTSBURGH • DES MOINES

STEEL DECK *Grandstands*

Two sturdy, handsome Steel Deck Grandstands by Pittsburgh-Des Moines serve the seating requirements of 10,000 spectators at Troy's high school stadium. Carefully planned for maximum utility, these Stands will deliver many long years of satisfactory service—a lifetime investment in quality. • Write for our detailed Grandstand Brochure.



PITTSBURGH • DES MOINES STEEL CO.

Plants at PITTSBURGH, DES MOINES and SANTA CLARA

Sales Offices at:

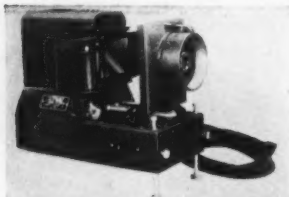
PITTSBURGH (25), 3431 Neville Island
NEWARK (2), 297 Industrial Office Bldg.
CHICAGO (3), 1221 First National Bank Bldg.
LOS ANGELES (48), 6399 Wilshire Blvd.

DES MOINES (8), 930 Tuttle Street
DALLAS (1), 1230 Praetorian Bldg.
SEATTLE 521 Lane Street
SANTA CLARA, CAL. 620 Alviso Road

Projector

SE-212

For 70mm X-ray and Microfilm



Users of large x-ray plates and large drawings containing exceptional details who face the problems of limited storage space, of carrying them from place to place, and of showing them adequately to interest-

ed groups are finding the solution in 70mm filming and projection. Chas. Beseler Co. is now offering a new Model 70 projector, shown to the left, which enlarges the 70mm copies to their original dimensions or larger and is easily viewed by moderate-size audiences.

Illumination by a 300-watt, 115-volt, T-10 projection lamp and condensing system provides excellent screen images. Forced air draft keeps lamp, condensers, heat absorber and slide completely cool, and black film can be safely exposed indefinitely.

Two slide carriers are provided. Separate frames are fed into the projector in a pair of individual framing kits, either horizontally or vertically. For frames kept on continuous strips,

a feed-through mechanism permits the rolled film to be carried either forward or backward.

The projector is equipped with either a 127mm or a 135mm focal-length objective, both of which are fully achromatic, and coated for low reflectance-loss.

CHAS. BESELER Co., Newark, N. J.

Bake Oven

SE-213

Has Been Completely Redesigned



The Four Deck Bake oven comes in two sizes. No. 6761 has a deck area of 17½ sq. ft. and will hold 42 1-lb. loaves or 24 10" pies. The No. 6762 has a deck area of 33¾ sq. ft. and will hold 96 1-lb. loaves or 48 10" pies. The oven also has been improved in appearance by the Silvertone finish.

VULCAN-HART MFG. Co., Bayard & Hamburg Sts., Baltimore 30, Md.



SE-37

How to speed thousands of pieces of mail and records from one floor to any other—in seconds!

VMP Conveyor routes 4½ tons of letters, records, and other data vertically and horizontally in one hour.

Just a push of a button gives smooth, safe, highly dependable service. You send mail from your mail room to any floor, or to any place on any floor.

What time, labor, and cost savings are achieved with the installation of the VMP modern vertical and horizontal transmission system!

VIRGINIA METAL PRODUCTS CORPORATION
Dept. SE 1, 1112 First National Bank Bldg.
Pittsburgh 22, Pa.

FREE: 2-color brochure with scale drawings describes VMP Conveyor, gives valuable facts about time, cost, and labor savings achieved.



Playground Surfacing SE-214

Is Applied Cold

A unique type of asphaltic emulsion base playground surfacing material called Walk-Top is currently being offered in colors of red, green, and black. It may be used economically in the resurfacing of existing playgrounds that were originally rough and uneven, or have been badly worn. Of course, it may also be used in the construction of new playgrounds.


Walk-Top is comfortable and resilient, waterproof, non-abrasive, smooth textured, free from loose particles, wear and weather-resistant, and easy to maintain.

AMERICAN BITUMULS & ASPHALT Co., 200 Bush St., San Francisco 4, Calif.

BIG NEWS ABOUT PUBLIC SEATING!

New Heavy-Duty Vinyl Upholstery Makes Samson Folding Chairs

Last Longer And Look Better!



- Scuff-Resistant Upholstery
- Comfort-Curved Lines
- Reinforced Legs
- Tubular-Steel Construction
- Chip-Resistant Finish
- Safety-Guard Hinges
- Rubber Feet



SEE THE NEW SAMSON BANQUET TABLE!

Has greater strength, with less weight, than any other folding table of comparable size! Exclusive Samson safety-lock prevents legs from folding until released. Damage-resistant Masonite top. Sets up easily, stores compactly. In 6- and 8-ft. lengths, 30 inches wide.

ONLY SAMSON public seating has it—new heavy-duty Samsontex vinyl that makes upholstered Samson Folding Chairs super-resistant to scuffing and staining! This and the other extra-value features shown above add years to the life of these chairs!

This new heavy-duty Samsontex vinyl plastic—actually 50% heavier than vinyl material designed for home use—has greatly increased resistance to damage from hard wear. It's easy to keep clean, too—dirt and stains wipe off

with a damp cloth! You get extra years of service and good looks—yet you pay *not one cent extra!*

"How To Save Money On Public Seating" is the title of a new booklet that will help you get the most for your money. Ask your Samson public seating distributor about special prices on quantity purchases; or write us direct.



Strong Enough To Stand On!

SAMSON FOLDING CHAIRS ARE USED BY SCHOOLS AND CHURCHES EVERYWHERE!

Shwyder Bros., Inc., Public Seating Div., Dept. W-1, Detroit 29, Mich.
ALSO MAKERS OF FAMOUS SAMSON FOLDAWAY FURNITURE FOR THE HOME AND SMART SAMSONITE LUGGAGE FOR TRAVEL!

Aluminum Fry Pans **SE-215** Feature Cool Steel Handles



The Harlow C. Stahl Co. have added two new Commercial Aluminum Cookware Fry Pans to their line of utensils. The pans come in two sizes—8" and 10". One of the features is the Malleable Steel

Handle for coolness. Other popular Commercial Cookware features are included, such as the rounded corners for easy cleaning, the greater thickness at rim and corner for extra long wear, and the extra bottom thickness for even distribution of heat.

HARLOW C. STAHL CO., 1375 E. Jefferson Ave., Detroit 7, Mich.

Dust Mop Treatment **SE-216**

Increases Dust Absorption

Velvetone Aerosol dust mop treatment is ideal for treating dust mops without overtreating them. A five-second spray economically transforms an ordinary dust mop into a perfect

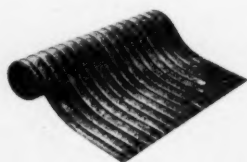
dust absorber. Used in a dust mop, Velvetone also enhances the polish on a waxed floor, leaving no oily residue. It is safe for use on asphalt tile or rubber tile, terrazzo, linoleum, wood and gymnasium floors. Also recommended for treating dust cloths and for polishing desks and furniture by spraying directly on the wood, then wiping with a clean rag.

NATIONAL DISINFECTANT CO., 2417 Commerce St., Dallas, Tex.

Runner Matting

SE-217

Ideal for Heavy Duty Use



Do-All Long-Ribbed Rubber Runner Matting is made from live new resilient corded rubber in 3/16" thickness and comes in red, green, blue, mosaic and black in 34" width. Traction-type ribbing provides sure footing and runs the long way of the mat so that it can be easily cleaned with a broom.

Because of its composition, this matting will stand up under any conditions which would tear ordinary rubber runners to shreds, such as spiked-shoe traffic in athletic dressing rooms, etc.

Available in rolls of approximately 38' in length.

THE D. W. MOOR CO., 1741 Adams St., Toledo 2, Ohio.

★ the NEW SOUNDVIEW **SE-39** 35 mm Audio-Visual Equipment.. *for your school!* ★

NEW!

Pushbutton remote control from any point in the room . . . with or without sound.

NEW!

Fully automatic operation from signal on record high or low frequency, or tape.

NEW!

Soundview projectors may be purchased separately . . . Sound may be added later if desired. No trade-in necessary . . . No obsolescence of equipment . . . No investment losses.

HERE'S VERSATILITY, CONTROL AND ECONOMY UNMATCHED BY ANY OTHER EQUIPMENT ON THE MARKET.



Shows both 35mm Stripfilm with pushbutton remote control, and 2 x 2 slides with slide carrier. Control of film advance is rapid, accurate and quiet. 300 Watt lamp and finest optical system provides clear, brilliant pictures.

START WITH THE SOUNDVIEW PS-63 PROJECTOR . . .

OR THE SOUNDVIEW PS-43 PROJECTOR . . .

Has all the features of the PS-63, but is designed to show only 35mm Stripfilm.



AUTOMATIC PROJECTION CORP.

29 West 35th Street, New York City

ADD SOUND WHEN YOU NEED IT . . .

With the addition of the SOUNDVIEW Record Player or Tape Recorder, either model projector plugs in for fully automatic or pushbutton remote control operation. PROJECTOR LOCATION REMAINS INDEPENDENT OF SOUND UNIT!

Write for literature and location of nearest SOUNDVIEW Dealer!

Spirit Duplicator

SE-218

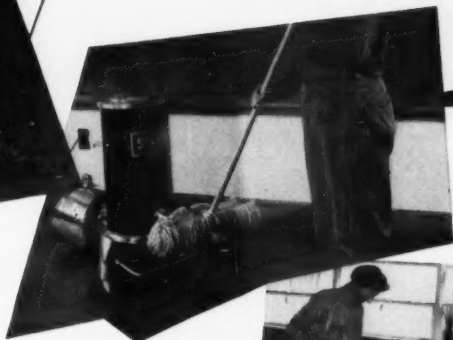
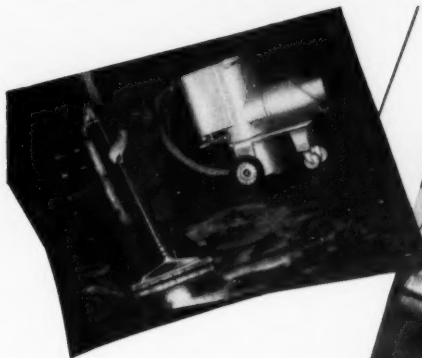
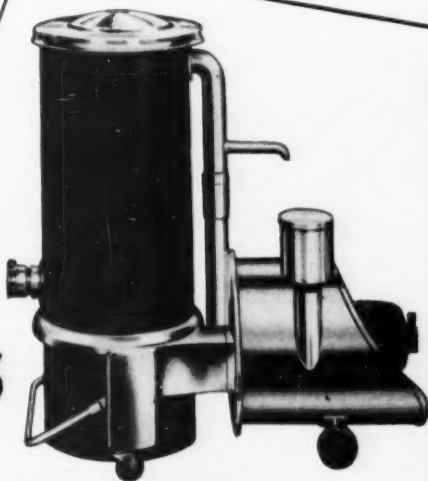
Takes 4" x 6" Cards

Hart Mfg. Co. has developed the Hart T.C.L. Printer, a spirit process machine for printing postcards, tags, and labels. This new model requires no ink, no type, no stencils and no gelatin, yet reproduces efficiently and quickly with front stop registration and automatic feed. It takes cards or paper up to 4" x 6", making it particularly suitable for school use.

The Hart Spirit Process Printer comes complete with supply kit.

HART MFG. CO., 2400 Endicott St., St. Paul, Minn.

Greater
VACUUM POWER
means
BETTER CLEANING
FOR YOUR SCHOOL
with
SPENCERS



Spencer's powerful portable vacuum cleaners bring top efficiency to school cleaning. Bare floors, tops of lockers, chalk trays, walls, curtains, upholstery, carpets, rugs, are kept "hospital clean" efficiently because Spencer's greater vacuum power picks up more dirt in less time. Wet or dry cleaning and dry mop cleaning are also Spencer features that schools particularly appreciate. A unique method of dirt disposal keeps dirt and dust completely enclosed for greater sanitation, and Spencer's rugged construction insures minimum maintenance and longer service life. For better and easier cleaning, lower maintenance and longer service life, investigate Spencers for your school.



6SP52R

THE SPENCER TURBINE COMPANY • HARTFORD 6, CONNECTICUT



SS



Please send my copy of A GUIDE TO EASIER CLEANING and Bulletin 114F



Name _____



Street & No. _____



City & State _____

Luminaires

SE-219

Of General Diffuse Type



The Gar-See-Lite series of fluorescent ceiling fixtures are of the general-diffuse type, providing approximately 50% direct and 50% indirect

light distribution. Both 2-lamp and 4-lamp units are available for standard fluorescent or slimline lamps. There is also a choice of side panels—plastic, metal, or illuminated metal.

The design provides for easy cleaning and re-lamping. Louvers are lowered by releasing spring catch at either or both ends. A 14" drop chain supports the louver in lowered position.

This series was designed to provide quality illumination at low cost.

GARDEN CITY PLATING & MFG. Co., 1750 N. Ashland Ave., Chicago 22, Ill.

Athletic Padding

SE-220

Available in Sheet Form



Spongex Plastic is protective athletic padding in sheet form. From the sheet, about 40" x 50" and $\frac{3}{8}$ " thick, the user may cut whatever shape is required.

The material is expanded polyvinyl chloride. Its structure of tiny, non-connecting cells yields scientifically correct shock absorption properties. In addition, the inert characteristics of this material prevent disintegration resulting from body oils and perspiration. It will not absorb moisture, and may be used repeatedly.

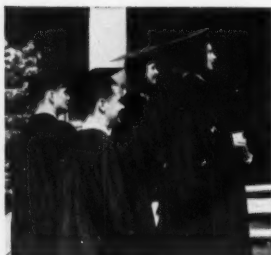
THE SPONGE RUBBER PRODUCTS Co., Shelton, Conn.

SE-41

Elementary, High School and College Students



Vote for Bradley Washfountains



Bradley's junior height or standard Wash-fountain provides the same ultra sanitary features for little tots or grown-ups.

There are no faucets to touch or maintain, for the central sprayhead provides clean sanitary running water like a shower bath. Up to 10 persons are served simultaneously by the circular 54-inch model. Water waste is eliminated since supply is cut off automatically as the last washer leaves and removes his foot from the Control Ring at the base.

For modern, safe, sanitary, economical washing facilities look to Bradley. Floor plan suggestions and a copy of new Colorful Catalog 5204 mailed on request.



BRADLEY WASHFOUNTAIN CO.

2233 W. Michigan St.,
Milwaukee 1, Wis.

Write for Catalog 5204

BRADLEY
Washfountains

Distributed Through Plumbing Wholesalers



Micro-Projector

SE-221

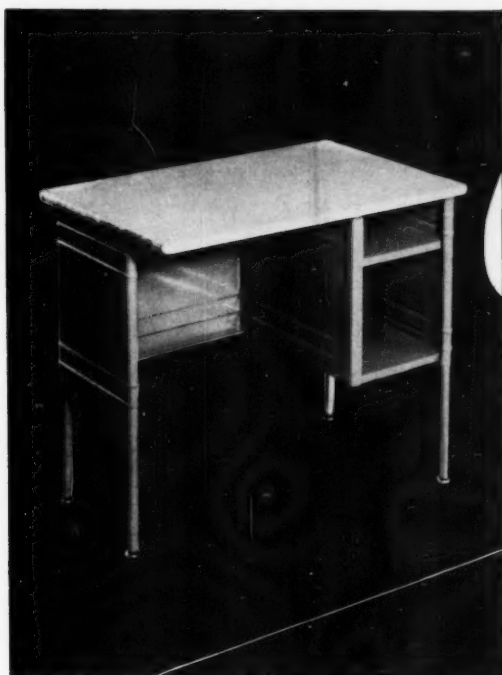
Speeds Up Viewing of Specimens



The new Wells Micro-Projector is the perfect solution to a crowded classroom problem. Designed as an aid for botany, biology, chemistry, and zoology classes, it saves the time of students waiting to view specimens.

The unit features clear, sharp, projection, up to 4' high, black and white or color.

WELLS AIRCRAFT CO., 4154 "E" Whiteside Ave., Los Angeles, Calif.



* Available also with "Fibresin" plastic tops.

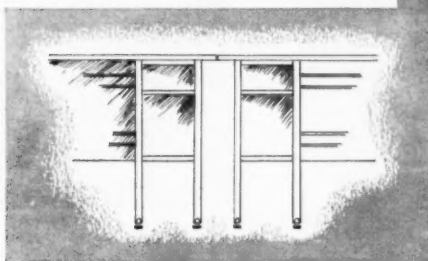
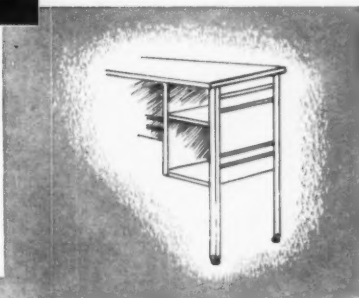
E-ONE-12 →

The ANGLE STEEL version if you prefer this same desk with angle steel legs!

One-12 DESK

← The ONE-12 Desk

The ONE — 12 DESK, American Desk's most practical, most modern classroom unit — designed in heights for grades ONE through TWELVE. It's the sturdiest of units: spot welded steel and fine, highly finished, multi-ply birch tops measuring 18 by 30 inches. Ask your A-D Dealer to show you a sample desk soon!



← BOOK SHELVES

Order your ONE-12 desks with the book shelves on either the right or left hand side.

American Desk

MANUFACTURING COMPANY



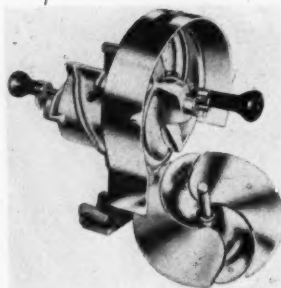
MANUFACTURERS OF PUBLIC SEATING • • • Temple, Texas

Slicing Machine SE-222

Suitable for Small Schools

The Slicechief Senior slicing machine has been developed for the economical handling of vegetables, fruits, nuts, and other foods. It will save labor, prevent waste, and permit foods to be cut a short time before serving. The simple aluminum and stainless steel construction is designed for hard service and the machine will not discolor food.

The machine slices lengthwise or crosswise, shreds coarse or fine, flakes or crumbs all vegetables, fruits, nuts, or baked goods. All the slicing is done with one slicing rotor and stainless steel knives, and is adjust-



able from 1/32" to 5/8" slice thickness without tools. Shredding is accomplished by either coarse or fine shredder rotors.

There are also two motor driven models available for larger installations.

SLICECHIEF Co., P. O. Box 357
M.O., Toledo, Ohio.

Tape Recorder SE-223

Is Controlled by Push Button



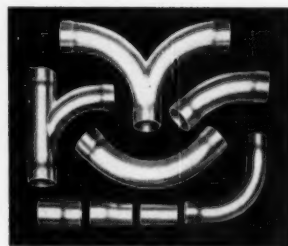
The Recordio Model 3C10 is an automatic push button control tape recorder with two speeds: 3 3/4" and 7 1/2" per second. Maximum playing time is two hours with 7" tape. There is no separate amplifier switch—pressing "record" button shifts amplifier and erase head.

This is a portable unit weighing approximately 22 lbs.

MONSON CORP., 919 N. Michigan Ave., Chicago 11, Ill.

Tubing and Fittings SE-224

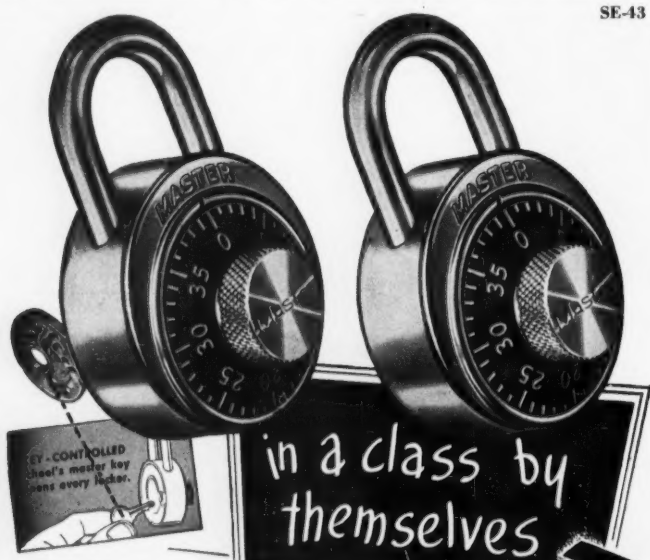
For Vacuum Cleaning Systems



H-P VacuFlo Fittings now come in standard sizes for use in institutional vacuum cleaning systems. Simple installations are possible because tubes are easily inserted in the flanged ends of the new fittings and joints are sealed on the job by brazing or welding.

45's, 90's, T's, Y's, bushings, couplings, and other necessary fittings are being produced in 2", 2 1/2", and 3" stock sizes.

H-P PRODUCTS, INC., Louisville, Ohio.



Master

PADLOCKS

No. 1525 The finest in key-controlled padlock protection. Thousands of combinations protect the student — yet only one school-owned Master Key opens every locker. Precision built for long life, trouble-free service. Priced to fit school budgets.

No. 1500 Same as No. 1525, but without key control. Long time school favorite — in the bargain-price bracket.

Compare QUALITY!
Compare VALUE!
Compare PRICE!

Write today to Dept. 8

Master Lock Company, Milwaukee 45, Wis. • World's Leading Padlock Manufacturers

Also makers of world famous
MASTER LAMINATED
Padlocks
Strongest construction known.
Unobtainable protection for lab
equipment, storage rooms,
gates, athletic lockers, book
storage, etc.



in a class by
themselves



RIGHT IN YOUR OWN BACK YARD...

BY WEST

EVERYBODY ON THE PANEL HITS THE JACKPOT WHEN HUGH GUESSIT TRIES TO SLIP OVER A FAST ONE ON FLOOR CARE.

CAN YOU MOP THIS?



New floors cost \$300,000,000 a year!

TYPE OF FLOOR	INSTALLED COST* OF 50,000 SQ. FT.
Asphalt Tile	\$15,000
Concrete	18,000
Linoleum	21,000
Hardwood	27,500
Cork	39,000
Rubber Tile	44,000
Vinyl Tile	44,000
Ceramic Tile	65,000
Terrazzo & Mosaic	87,500
Marble	300,000

*Based on reports of reliable flooring contractors in urban areas.

How much will it cost you to replace worn-out floors today? The chart gives you some idea.

But, your floors *don't* have to wear out. They can be protected almost indefinitely.

How? With West's simple, proven FLOOR PRESERVATION PLAN. (1) *Cleaning* — remove all dirt without harming floors (2) *Sealing* — fill the pores. Provide a protective coating (3) *Maintaining* — put on a tough, anti-slip floor wax.

The West Plan offers you more than 20 proven products. A West Floor Specialist will be glad to help you select the program or product you need.



42-16 West Street, Long Island City 1, N. Y.
Visit us at the PLANT MAINTENANCE SHOW —
CLEVELAND Jan. 19-22 Booth #301

Please send FREE booklet "Proper Care of Floors"

DEPT. 15

Name _____ Title _____

Company _____

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City _____ Zone _____ State _____

Fireproof Shades SE-225

Meet All Government Specifications

The Illinois Shade Cloth Corp. of Chicago Heights announces the addition of Gold Seal Shade Cloth to its extensive window shade line. Especially developed for heavy-duty applications, such as in schools, this shade is easily washed and is fire-resistant. The cloth combines a high-count cambric base with heavy vinyl plastic coating for maximum strength and durability.

Most important feature of the new material is extraordinary flame resistance. It meets all government specifications CCC-C-521A and is of-

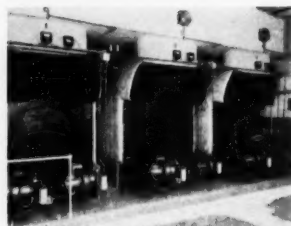
ficially approved by the Office of the State Fire Marshal of California. Gold Seal shades are guaranteed not to give off poisonous fumes in case of fire.

THE ILLINOIS SHADE CLOTH CORP., Chicago Heights, Ill.

Heating System SE-226

Utilizes Furnace Oil

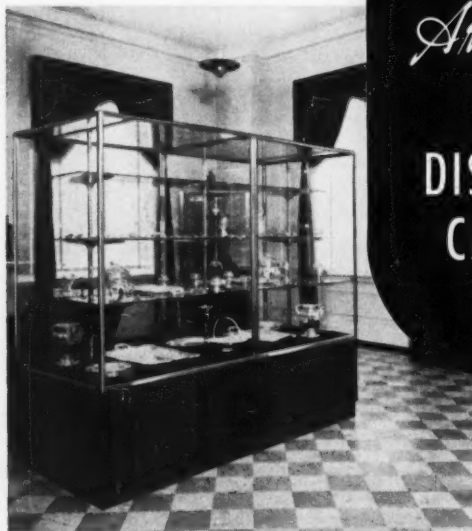
To cut heating costs and save space, the East Rutherford, N. J. High School converted from coal to the oilfired heating system shown at right. The new installation utilizes six heavy-duty Electrol Model TM Burners which are fired into three



boilers. The vapor vacuum system makes possible the operation of one boiler in mild weather.

The use of furnace oil offers the maximum in overall economy and eliminates the cost involved in cleaning the spinner cups and strainers. One master thermostatic day-night control was installed which enables the superintendent to fire one, all, or any combination of the six burners at one time.

ELECTROL BURNER MFG. CO., INC., Rutherford, N. J.



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"Aristocrat" best describes Michaels "Time-Tight" exhibit cases. They are in a class by themselves . . . the product of painstaking care throughout every manufacturing process. They are designed for beauty as well as utility, and incorporate many outstanding features such as Innerlocking frames, a Michaels exclusive; fully mitered intersections; and there are no screws exposed on the surface of the frames except where necessary for access panels. These and other structural details reduce to a minimum the possibility of theft, and the ingress of dust and vermin.

"Time-Tight" cases are made in a range of sizes and styles sufficiently wide to meet virtually all the exhibit requirements of universities, schools, science laboratories, museums, art galleries, libraries, industrial, and others.

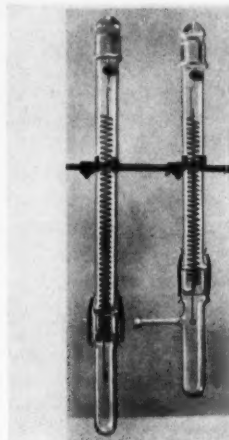
Write for literature giving complete details and specifications.

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January, 1953



NEW TEXTBOOKS

SE-301 Ben Franklin

Ben Franklin of Old Philadelphia, by Margaret Cousins. 184 pages. \$1.50. Charming illustrations by Fritz Eichenberg. This book tells in simple, vivid language the story of one of the most famous Americans of his time. Most boys and girls in Grade 6 can read this book themselves and those in grades 4 to 9 will find it interesting. RANDOM HOUSE, 457 Madison Ave., New York 22, N. Y.

SE-302 Cambridge Catalog

Cambridge University Press Catalogue, 1952. This catalog lists all Cambridge books currently in print together with some hundreds of books which are not

available at present but which are to be reprinted soon. CAMBRIDGE UNIVERSITY PRESS, 32 E. 57 St., New York 22, N. Y.

SE-303 Driving Manuals

Safe Driving Can Be Learned. Driving Can Be Safe. \$2.00 each. By Truman S. Smith. These teaching manuals spotlight potentially violent situations that lead to accidents and explain how they can be avoided. Written for beginning drivers. BURGESS PUBLISHING CO., 426 S. Sixth St., Minneapolis 15, Minn.

SE-304 Language Workbooks

Language Roundup Series. Grades 3 through 6. \$72 each. Subject to 25% discount to schools. Each book in this series provides a complete year's program

in English at the grade level for which it is designed. The exercises in each book provide abundant opportunity for practice in oral and written expression; in correct usage; and in those phases of grammar, capitalization, and punctuation appropriate to the level. Story-type exercises are designed to interest the children. THE MCCORMICK-MATHERS PUBLISHING CO., Wichita, Kansas.

SE-305 Corrective Reading Texts

The American Adventure Series. \$1.72 each. The books in this series are designed for corrective reading and reading improvement programs. The stories are action and adventure tales with authentic historical background. They are also excellent as material for social studies classes. WHEELER PUBLISHING CO., 2831 South Park Way, Chicago 16, Ill.

SE-306 Home Economics

Sharing Family Living. By Justin, Baxter, and Rust. 542 pages. \$2.80, less regular school discount. The contents of this book were chosen after first-hand study of the needs, interests, and abilities of the average junior high school girl. Designed as an introductory course in home economics, the student is shown just how the family operates and the part she must play to qualify as an active member of the family unit. Enough material is included for three or four semesters' work. J. B. LIPPINCOTT CO., 333 West Lake St., Chicago 6, Ill.

SE-307 Biographies

Great Lives, by Frederick Houk Law. 362 pages. \$2.00. Mr. Law, who was formerly Head of the Department of English in Stuyvesant High School in New York City, has written interesting biographical sketches of the lives of thirty famous men and women. Each biography tells about the reasons that led to the high ideals, the particular ambitions, the conquering of difficulties, and the making of success. Written in a friendly fashion, with questions following each story. GLOBE BOOK CO., 175 Fifth Ave., New York 10, N. Y.

SE-308 Modern Science


Modern Science and Modern Man. By James B. Conant. \$2.25. In simple and exciting terms, Dr. Conant shows how, since 1900, the theoretical structure of physics and chemistry has been profoundly altered. By taking a few examples from the many new discoveries and analyzing their philosophical implications, he demonstrates how it is that physical and chemical theories are now considered guides to action, rather than keys to understanding the universe. COLUMBIA UNIVERSITY PRESS, Morningside Heights, New York, N. Y.


SE-309 Middle Grade Reader

Hidden Silver. By Georgene Faulkner. 156 pages. \$1.48. Third grade vocabulary. Preadolescent interest. This new book is one of six Special Reading Books designed to encourage leisure-time reading in the middle-grades, especially on the part of children who are having trouble with reading. The story revolves around the Cunningham family of Marblehead, Mass., during the days of the American Revolutionary War. SCOTT, FORESMAN & CO., 433 E. Erie St., Chicago 11, Ill.

SE-64

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Grade Aid is a must for all primary and grammar schools. Handsomely styled yet extremely functional, the Grade-Aid combines all the facilities of a sink, storage area, and work counter into one compact and extremely practicable unit. Grade-Aid is supplied in the size and height needed for any classroom.

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● **IMPORTANT** — Grade-Aid may be obtained in any combination of standard units of 20" sink, 12 1/2" cubicles, 40" shelf, and custom built stainless steel top. We invite your inquiries.



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up to 45 ft. or higher take only 1 to 15 minutes to erect. Available in desired number of 6 ft. section units

NEW TEXTBOOKS

SE-310 Handicraft, Shopwork Booklist

McKnight's 1953 Price List. Books for shopwork, handicraft, guidance, home-making, geography, and reading courses are listed in this new catalog issued by McKnight & McKnight Publishing Co., Market at Center Sts., Bloomington, Ill.

SE-311 Spelling Series

Spelling for Everyday Life, Grades Two through Eight. List price \$99 each. Completely revised, these texts feature creative activities that encourage the pupil to "learn to do by doing." The books correlate spelling with other subjects, and include phonetic analysis as a tool in the learning of spelling and pronunciation. TURNER E. SMITH & Co., 441 West Peachtree St., N. E., Atlanta 3, Ga.

SE-312 Beginning Algebra

First Algebra. By Virgil S. Mallory. This text is as nearly self-teaching as it is possible to make it. The author presents each new skill or process just as he would before his class. This presentation is in boxed italics. Then follows a "Test Yourself" device so that the student may see for himself whether he understands the new topic. In this way he avoids wasting time on practice and drill before he understands the underlying principle on which the new topic is based. BENJ. H. SANBORN & Co., 221 E. 20 St., Chicago 16, Ill.

SE-313 Primer

Away We Go To Mexico. By Rosalie Espy. 128 pages. List price \$1.48. A supplementary primer with controlled vocabulary of 115 words, largely from the Dolch list. Child experiences, through simple, inter-

esting stories and attractive colored illustrations, supply the background for some of the beauty and charm of Old Mexico which is presented in the book. W. S. BENSON & Co., Austin, Texas.

AUDIO-VISUAL AIDS

SE-314 Primary Filmstrips

Cottontail Fables. This new series of six individual filmstrips, in color, correlate closely with a wide segment of lower grade curricula in reading and language arts. In addition, they hammer home simple moral lessons in obedience, property rights, and working together. The titles are: *Other People's Property, Obedience Pays, Greediness Doesn't Pay, Chasing Rainbows, Mother Knows Best, and We Work Together.* ENCICLOPAEDIA BRITANNICA FILMS, INC., 1150 Wilmette Ave., Wilmette, Ill.

SE-315 Winter and Safety

Safety in Winter. 16mm sound. Color or black and white. Children will learn from this film how they can have fun but still be safe at winter sports and activities. The importance of dressing for health and safety, being more alert when crossing streets, sledding and throwing snowballs in safe places, and ice-skating are stressed. CORONET FILMS, 65 E. South Water St., Chicago 1, Ill.

SE-316 Improving Reading Skills

Better Reading. 16mm. Designed to aid victims of poor reading habits by showing them how to correct their difficulties, this film is aimed at supplying motivations for good reading as well as the mechanics of how to do it. It shows, by taking a senior with problems arising from his failure to read adequately, how the objective can be attained at home and why it is important. ENCICLOPAEDIA BRITANNICA FILMS, INC., 1150 Wilmette Ave., Wilmette, Ill.

SE-317 Everyday Living Problems

Linda and Roy Go Fishing. 400 ft. Color. Rental. This film presents a human document of two normal children who, in the course of a fishing expedition, solve simple problems of everyday living and working together. Excellent orientation for teacher-training. IMPCO, INC., 1050 Boulevard, New Milford, N. J.

SE-318 Mexico

Viva Mexico! Color. Available for free loan. This 22-minute subject contrasts the old and the new of this "country once remote, now near as tomorrow." The film features scenes from an Aztec temple, Popocatepetl volcano with its crater, Acapulco, a tropical seaside resort, and other points of historical and scenic interest. ASSOCIATION FILMS, INC., 347 Madison Ave., New York 17, N. Y.

SE-319 Thumbsucking

The Child and His Thumb. 16mm Color. Produced by J. H. Sillman, New York orthodontist, this film integrates the orthodontic, pediatric, and psychological viewpoints toward thumbsucking. FILM PUBLISHERS, INC., 25 Broad St., New York 4, N. Y.

SE-68

Complete Electronic Needs for Modern Education



1972
The most popular unit in the VM line. A complete changer-player with its own amplifying system. Plays all 5 speed records, inter-mixed. Fully automatic, including automatic shut-off. Dual needle. Simple, fool-proof operation. Built for years of service. Classroom volume. UL approved.
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School price: \$40.17

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Portable, record player. Superb amplifying system. Encased in sturdy wood-grain leatherette. A compact, light-weight, serviceable phonograph. Plays all 5 speeds.
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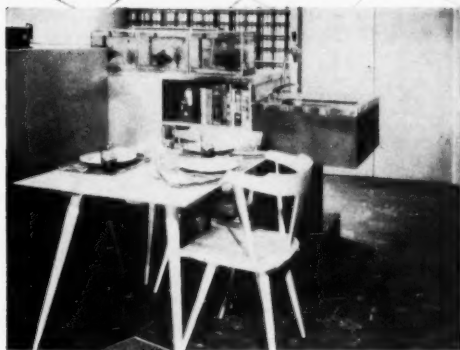
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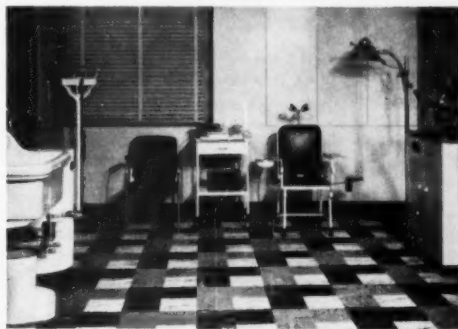
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For THE BEST there is in flooring—look to Johns-Manville Terraflex. Send for a free brochure showing the full color line of Johns-Manville Terraflex Plastic Tile and Asphalt Tile. Write Johns-Manville, Box 60, New York 16, N. Y.



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SE-320 Historical Dramatizations

Enrichment Records. 33 $\frac{1}{3}$ and 78 rpm. This series of records is based on the popular Landmark Books published by Random House. By re-creating the authentic sounds, music and action of important historic events, these records bring alive, to teen-agers and younger children alike, the events that built our country. Titles thus far in the series are: *Voyages of Christopher Columbus*, *Landing of the Pilgrims*, *California Gold Rush*, *Riding the Pony Express*, *Paul Revere and the Minute Men*, *Our Independence and the Constitution*, *Building the First Transcontinental Railroad*, and *Wright Brothers, Pioneers of Aviation*. ENRICHMENT RECORDS INC., 246 Fifth Ave., New York 1, N. Y.

SE-321 Growing Up

Growing Up. Designed for grades 2, 3, and 4, this filmstrip series shows children how to develop manners, courtesy, and desirable character traits such as self-

reliance, responsibility, sharing, etc. Six strips, each full-length and in full-color. AUDIO-VISUAL DIVISION, POPULAR SCIENCE PUBLISHING CO., 353 Fourth Ave., New York 10, N. Y.

SE-322 Music Film

Pacific 231. 16 mm. One Reel. Produced in France by Andre Tadie, this film is the camera interpretation of the symphonic composition of the same title by Arthur Honegger. The sound track is devoted entirely to a special film performance of Honegger's symphony, his impressions of a train ride through the French countryside; the picture is an interpretation of and accompaniment to the music. YOUNG AMERICA FILMS, INC., 18 E. 41 St., New York 17, N. Y.

SE-323 Science Film

Laws of Motion. This striking new film utilizes a view of the earth from 70 miles up plus experimental footage of rockets and jets. It takes each of Newton's three laws of motion and explains the theory

behind each. Then, by carefully-chosen applications, utilization of each law is made explicit. For use in physics and science classes. ENCYCLOPAEDIA BRITANNICA FILMS, INC., 1150 Wilmette Ave., Wilmette, Ill.

SE-324 Seasons, Weather, Climate

This filmstrip series, *Seasons, Weather and Climate*, was produced for use in elementary and junior high school. *Our Earth in Motion* shows how the rotation of the earth in relation to the sun causes day and night and gives us the measure of time. The second strip in the series, *Sun and Our Seasons*, shows the course of the seasons and the length of days and nights. The other titles are: *What is Weather?*, *What Makes the Weather?*, and *Climate*. THE JAM HANDY ORGANIZATION, 2821 E. Grand Blvd., Detroit 11, Mich.

SE-325 American Indian Dances

Indian Dances. Color. Middle grade science and social studies classes. Elementary rhythm and music classes. Produced in collaboration with the American Museum of Natural History, this film shows four of the rhythm patterns used by the Indian to express his relationships with nature. Unusual bird photography shows the characteristic patterns of the prairie grouse courting, and of the eagle in flight. The appropriate dances show the Indian abstraction of these patterns. Similarly, the buffalo and deer dances are shown in juxtaposition with their sources in nature. ENCYCLOPAEDIA BRITANNICA FILMS, INC., 1150 Wilmette Ave., Wilmette, Ill.

SE-326 Free Film Catalog

Your Complete Catalog of Free Films. United World Films has a new list of documentary and educational free 16mm sound motion pictures. There are several craft films listed and a number of auxiliary teaching films available. UNITED WORLD FILMS, INC., 1446 Park Ave., New York 29, N. Y.

SE-327 The Globe

Introduction to the Globe. Color Filmstrip Series. Designed to pave the way for future skill in globe and map reading, these five filmstrips present basic understandings of the earth in space. The type used is especially chosen for ease of reading, and the series is planned to stimulate further individual interest and group study. THE JAM HANDY ORGANIZATION, 2821 East Grand Boulevard, Detroit 11, Mich.

SE-328 Paul Bunyan for Tots

Paul Bunyan and the Blue Ox. 16mm sound. Color or black and white. This delightful and imaginative film retells the story of Paul Bunyan and Babe, using puppets as the central characters. For primary grades. CORONET FILMS, 65 E. South Water St., Chicago 1, Ill.

SE-329 Teaching Film Catalog

Young America 16mm Sound Teaching Films. Over 125 new films made especially for the classroom are reviewed in this reference catalog. A helpful correlation chart and index shows the recommended grade-level and subject-matter area for each YAF film. YOUNG AMERICA FILMS, INC., 18 E. 41 St., New York 17, N. Y.

YOUR OFFICE MACHINES... AT WORK OR AT REST...

ARE **SAFE** ON

TIFFANY STANDS



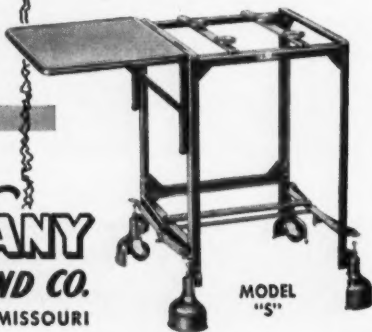
MODEL
"SS"

The deburred-edge angle and channel steel construction is reinforced by ten welded corner braces. Heavy metal foot castings cover the retractable casters forming a solid base. Tiffany Stands are practically impossible to knock over accidentally... costly office machines are **SAFE** with Tiffany.

Feature after feature give Tiffany Stands strength and sturdiness not found in any other office machine stand.



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MODEL
"S"

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POPLAR BLUFF, MISSOURI

FOLDING CHAIR TRUCKS

SE-140

Speed Up HANDLING and STORAGE

Three styles of Nutting Chair Trucks make handling of folding chairs quick and easy, greatly reduce chair breakage and wear and tear. Because of variations in chair sizes, advise us of the height, width and thickness of your chairs when folded — also quantity to be stored, as the chairs can be stored right on the trucks.

FIG. 966 — Studio type, Chairs stacked in single vertical row.

FIG. 965 — Storage under stages. Chairs laid flat.

FIG. 964 — Double decker — 4 rows of vertically stacked chairs.

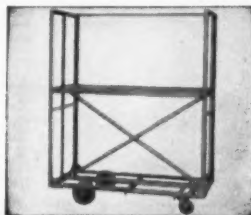
Write for Bulletin No. 50-SH, and prices on type of truck you need.

Fig. 964 →



FIG. 966 ↑

↓ FIG. 965



SINCE 1891 **Nutting** TRUCK AND CASTER CO.
2603 WEST DIVISION ST., FARIBAULT, MINN.
SE-141



Krueger's Ahead WITH THE FINEST TUBULAR CHAIR EVER!

More durable — and more comfortable than many folding chairs costing twice as much, Krueger tubular steel chairs boast: —

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- Baked-on enamel finish

FEATURES THAT MEAN MORE!




Vertical steel bracing bars within tubular legs provide extra strength, rigidity to rivets, hinges, mechanism. Steel dome feet for smooth gliding can also be covered with mar-proof white rubber feet.

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Chalk Talks

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Binney & Smith laboratory-
tested Gold Medal Product,
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AN-DU-SEPTIC®

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List of Minimum
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for all grades, from
kindergarten through
high school.

BINNEY & SMITH Co.

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MANUFACTURERS' CATALOGS

SE-330 Athletic Equipment

1952 *Voit Athletic Equipment*. Attractively illustrated in full color, this 32-page booklet contains a variety of sports goods—footballs, basketballs, playground balls of all sorts; swimming equipment and many related articles. W. J. VOIT RUBBER CORP., 1600 E. 25 St., Los Angeles 11, Calif.

SE-331 Menus and Recipes

1952-3 *Authoritative Menus & Recipes, Type A School Feeding Program*. A year's menus set-up by the Production and Mar-

keting Administration, U.S.D.A., are given here together with instructions for preparing the different foods. Besides the recipes, culinary data, sanitation information and school kitchen aids are included. JOHN SEXTON & Co., P. O. Box J. S., Chicago 90, Ill.

SE-332 Analytical Balance

Dial the Weight in 20 Seconds. The direct-reading, single-pan Gram-atic Balance is the subject of this leaflet. The balance eliminates all handling of weights and gives readings in 20 seconds. The booklet also outlines 6-step weighing procedure and lists balance specifications. FISHER SCIENTIFIC CO., 717 Forbes St., Pittsburgh 19, Pa.

SE-333 Safety Tread Portfolio

A new file-size folder provides detailed information on practically every type of safety tread application. It contains 28 plates of details on abrasive cast and safe groove treads as well as expansion plates, platforms, curb bars and floor grids. The various tread surfaces of Ferrogrit, Alumogrit, Bronzogrit, and Nicklogrit are also described. Write to WOOSTER PRODUCTS, INC., Dept. S 102, Wooster, Ohio.

SE-334 Machine Tools

Training Sheet Metal Men of the Future with Niagara Machines & Tools. This helpful booklet was designed particularly for school use. It contains plans for sheet metal shops of various sizes together with lists of sheet metal tools and machines suggested for these shops. Reference tables for student use are printed on the back. A second booklet is inserted which illustrates and describes most of the equipment recommended for school shops. NIAGARA MACHINE & TOOL WORKS, 637-697 Northland Ave., Buffalo 11, N. Y.

SE-335 X-Ray Generator Trouble Chart

Locating Common Electrical Faults in X-Ray Generators. 11 x 15" chart. Developed to aid plant engineers and laboratory technicians, this chart lists symptoms, suspected location, trouble possibilities, and methods for locating and correcting generator troubles common to all makes of X-ray generator equipment. C. J. Woods, Research & Control Instruments Div., NORTH AMERICAN PHILIPS CO., INC., 750 S. Fulton Ave., Mt. Vernon, N. Y.

SE-336 School Furniture

Virco Modern School Furniture and Public Seating. The Virco line shown in this new folder has been designed for: strength, safety, mobility, functionality, maintenance ease, and eye appeal. Classroom side chairs, tablet arm chairs, chair desks, tables, open-front desks, lift-lid desks, and folding chairs are illustrated and described. A handy table gives recommended chair heights for all grades. VIRCO MFG. CORP., 15134 South Vermont Ave., Los Angeles 44, Calif.

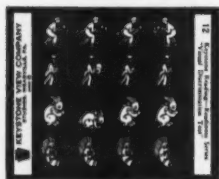
SE-337 Pencil Sharpeners

Apsco Sharpeners. A new file-size Apsco catalog features the complete line of Apsco products. Of the loose-leaf type, new pages on new products can easily be added. Detailed information on the pencil sharpener line is featured plus new products such as the Swedish Staplers, the Apsco Stapler 2002, the Apsco 4004, and the modern envelope opener the Saf-T-Cut. AUTOMATIC PENCIL SHARPENER CO., 336 No. Foothill Rd., Beverly Hills, Calif.

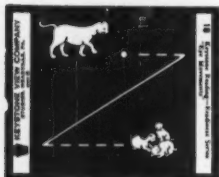
SE-338 Care of Adjustable Wrenches

First Aid for Adjustable Wrenches. How to get long, useful life from adjustable wrenches is the subject of this pamphlet. Common ailments of long-used wrenches are dealt with in pictures, diagrams, and how-to-fix-it copy. Information regarding proper care and handling of new and undamaged equipment is included. Address inquiries to Mr. H. J. Zellweger, Adv. Mgr., UTICA DROP FORGE & TOOL CORP., Utica 4, N. Y.

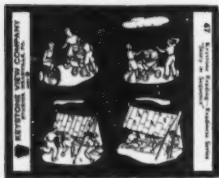
a Major Problem of Modern Education



Slide from the series on "Visual Discrimination."



Slide from the series on "Kinesthetic and Left-to-Right Progression."



Slide from the "Story in Sequence" series.



Slide from the series on "Auditory Perception."



SE-76

Reading Readiness

This class is being prepared for reading—and being prepared in conformity with the usual limitations of small children, who are usually farsighted but are required to use their eyes at near point.

The Keystone Reading-Readiness Slides provide unusual possibilities for group work—visual, auditory, and kinesthetic—through the ease with which the slides can be projected with the Keystone Overhead Projector, in a daylighted room, on the blackboard.

The pictures are well drawn and highly colorful.

The Keystone Reading-Readiness Series of 100 Lantern Slides covers all the requirements of reading-readiness training. Subject matter: Visual Discrimination, 16 slides. Kinesthetic and Left-to-Right, 3 slides. Concept Building and Classification, 15 slides. Language Development, 16 slides. Vocabulary and Concept of Reading, 9 slides. Auditory Perception, 37 slides. Combined Visual and Auditory Discrimination, 4 slides.

Further information will be sent upon request.

KEYSTONE VIEW CO., Meadville, Penna.
SINCE 1892, PRODUCERS OF SUPERIOR VISUAL AIDS

SE-144

Monroe FOLDING TABLES

AND TABLE TRUCKS




THE ORIGINAL FOLDING PEDESTAL TABLE



TWO TYPES OF FOLDING TABLE TRUCKS



No. TF



No. TU

12 Tables stacked flat for 10 Tables or less on edge wide doors.
for narrow doors.

Write for Catalog, Prices and Discounts

THE Monroe COMPANY
66 CHURCH STREET COLFAX, IOWA

SE-145



'CONTINENTAL FENCE

PLANNED FOR YOUR PROTECTION

CONTINENTAL Chain Link Fence provides better protection features—more value for your fence dollar. You get engineered erection; 12 fence styles; rigid framework secured by tough rods and wire; galvanized fabric, and welded gates. Get these plus features in Continental's "Planned-for-Protection" fence.

*Trade Mks.
Reg. U.S. Pat. Off.

CONTINENTAL STEEL CORPORATION
Raham, Indiana

Please send FREE copy of
"Planned Protection"—complete manual on property protection.

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Address _____
City _____ State _____

CONTINENTAL STEEL CORPORATION

SE-146

No Acrobatics! No Flip-Flop!

with the

FOLD-A-WAY
TRADE MARK
SCAFFOLD



HERE'S WHY: For erection, the end frames of this new aluminum scaffold swing open sideways while the scaffold is in standing position. Maximum swing of any component is 90 degrees, so the erector is always within the base area. With exclusive design features such as these, FOLD-A-WAY Scaffolds bring you new safety, ease of handling and speed. One man erects the base section in less than a minute.

Write for illustrated
Bulletin ASF-1.

Safer, the FOLD-A-WAY Scaffold stands freely and will not "fold under" during erection; upper folding sections stand with only two legs in position. Superior construction features include coped and full-welded joints, LOKT-RING adjustable legs with casters that lock at both wheel and swivel by one lever action. Standard Sectional Aluminum Rolling Scaffold may be used on FOLD-A-WAY base. UL approved.



LOKT-RING LEG

Push down and turn ring to lock leg securely; release ring for quick, safe height adjustment. No danger of pinched fingers.

Aluminum Sectional Ladder Scaffolds are extremely mobile. 24" width permits use in restricted areas. 6', 8' and 10' spans; ladders 4'3", 5'8" and 6'1" high slip together easily for desired height. UL approved. Write for Bulletin PSS-20 (R).



WHATEVER THE NEED...

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West Coast Plant: 6931 Stanford, Los Angeles

MANUFACTURERS' CATALOGS

SE-339 Lawn Sprinklers

Febco Automatic & Manual Lawn Sprinkler Equipment. This well-illustrated catalog shows a number of different irrigation systems. Of particular interest is an Electronic Sprinkler Controller which saves both labor and water. Layout data, specifications, performance tables, etc. are included. FEBCO INC., 1993 Blake Ave., Los Angeles 39, Calif.

SE-340 Window Shades

Steeleco, America's Finest Window Shades and Accessories Since 1900. This folder

features a sample of Tan Tex-Steele duck shade cloth, and contains numerous illustrations of various shades available. Hardware information is included together with step-by-step data on how to measure windows for shades. THE OLIVER C. STEELE MFG. CO., Spiceland, Ind.

SE-341 Aluminum Windows

For Modern Buildings . . . Bayley Aluminum Projected Windows and Projected Ribbon Windows. This complete file of information on aluminum windows introduces a new type of aluminum projected ribbon window, especially well suited to the more modern architectural treatments. The catalog may be obtained from Mr. C. H. Thompson, Sales Mgr., THE WILLIAM BAYLEY CO., Springfield, Ohio.

SE-342 Folding Platforms

Mitchell Portable Folding Platforms. The Mitchell line of stages, speakers platforms, runways and stands are illustrated and described in this catalog. Write to MITCHELL MFG. CO., Milwaukee 4, Wis.

SE-343 Popcorn Supplies, Equipment

Concession Supply Co. announce that their 1952 catalog of Concession equipment, supplies, popcorn and semi-food items is now ready for distribution. CONCESSION SUPPLY CO., 3916 Secor Rd., Toledo 13, Ohio.

SE-344 Phonographs, Transcription Players

A new 8-page, two-color catalog describes and illustrates the fifteen 1953 models of Califone phonographs, transcription players, and sound systems available from THE CALIFONE CORP., 1041 N. Sycamore Ave., Hollywood 38, Calif.

SE-345 School Tables, Chairs

Chairs and Tables for the School of Today! The Gregson line of wooden chairs and tables are shown here—with complete specifications and illustrations. GREGSON MFG. CO., Liberty, N. C.

SE-346 Planning a School Workshop

How to Plan a School Workshop. This forty-page booklet contains 30 illustrations of practically-arranged school workshops located throughout the U. S. Also included is a section called "How to Best Arrange the Individual Machines in the School Shop So That the Most May Be Obtained Out of Each Unit." A bibliography gives 15 sources from which to secure ideas for ideal shop planning while an extensive listing tells of operating manuals, classified projects and home workshop floor plans available. DELTA POWER TOOL DIV., ROCKWELL MFG. CO., Dept. SW-D2, 400 N. Lexington Ave., Pittsburgh 8, Pa.

SE-347 Office Machines

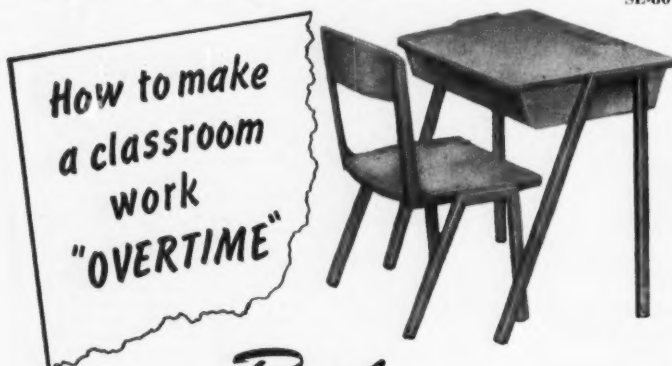
Paired to Cut Invoicing Costs. The Remington Rand Printing Calculator and Electromoney Typewriter with ten-key decimal tabulator team are planned to save 70% on machine investment and 10% and more on operating costs. Write for a copy of the booklet for facts and figures. REMINGTON RAND INC., 315 Fourth Ave., New York 10, N.Y.

SE-348 Maps, Globes

Magna-Graphic . . . Large Maps of the World and the United States. Weber Costello has issued a new folder on their World Maps, Physical-Political or Political Maps, and United States Maps. In color, the illustrations give a good idea of the comprehensiveness of the maps themselves. WEBER COSTELLO CO., 1212 McKinley, Chicago Heights, Ill.

SE-349 Lining Basketball Courts

The Key to Gymnasium Floor Finishing. Six pages of information on how to line new and old basketball courts, the proper preparation and care of gymnasium and other wood floors, and the correct use of floor finishing and maintenance products. HUNTINGTON LABORATORIES, INC., Huntington, Ind.



Rowles SPACE-MASTER DESK & CHAIR UNIT



Now—every classroom can be a "dual-purpose" room. Within minutes you can clear your classrooms of all the desks and chairs . . . and have hundreds of square feet of unobstructed space available for other types of activities.

The SPACE-MASTER is a new idea in classroom seating design that enables you to stack the desks and stack the chairs one on top of the other and store them in a corner or against the wall.

The SPACE-MASTER is a *space-saver!* It's a practical way to store your desks and chairs . . . and get *extra* use out of every classroom.

See your local Rowles School Equipment Dealer for complete information, or write direct to

E. W. A. ROWLES COMPANY
ARLINGTON HEIGHTS, ILLINOIS

ROWLES
School Equipment

Don't just *hope* for Voit quality...

Play Voit and be sure.

Collegiate stars, outstanding coaches, school buyers tell us, "Feature for feature, game after game, Voit is tops. You ought to build the best. You originated the rubber-covered basketball. You were making championship basketballs before most of your competitors were in the rubber-covered ball business."

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Voit Basketballs cost no more and yet last from 3 to 6 times longer than any other type. The extra games you get from Voit pay off your initial investment.

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XB20 America's finest basketball for indoor, championship play. Official for all games upon mutual consent of competing teams.



CB2 Favored by schools for 16 years for rough indoor or outdoor play. Sanctioned for official high school play.

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CAN SAVE YOU THOUSANDS OF DOLLARS

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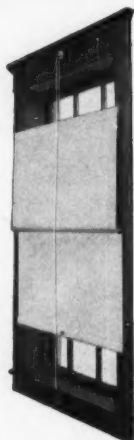
SE-47
Have you Really
considered...

...the ADVANTAGES
of

Steeleduck
Window
Shades



Over 2,000,000
shades have carried
Steeleduck Trademark



The SHADESCOPE
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Double Shade—One Roller
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A Few of these
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Ask for name of nearest distributor—he will serve you promptly.

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MANUFACTURERS OF SUN TRANSLUCENT SHADES, DARKENING SHADES,
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SCHOOL SPECIALTIES

SE-49
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PROTECT
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with
DUDLEY LOCKS



This exclusive and unique key can not easily be duplicated by commercial locksmiths. It gives protection to your lockers unavailable with any other lock. And after all, what is a locker lock for if not to prevent unauthorized opening through key copying—or any other means. Get Dudley locks and be sure. Write for details of the Dudley Self-Financing Plan, and catalog.



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Rotating dial
combination with
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SE-50

only
the
BIL-JAX



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gives you such
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"We find so much use for this unit that we find we must have one more for best results. We now wonder how we got along without this very useful aid for work where ladders are not satisfactory."

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Just plug it in — slides change automatically! Projectograph gives brilliant slide projection onto self-contained exclusive Polacoat 88 square-inch "Tel-O-Vision" screen without darkening room. Clear and sharp from any angle. Has remote control for stopping and starting at any picture. Silent electric time clock motor changes slides automatically. 4-way cooling prevents overheating and saves lamps. Used in hundreds of schools, and colleges! Low in cost!

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See your dealer
or write . . .

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SE-55



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Change your old black slate and composition boards to green

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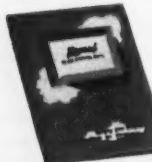
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TR-16AM: 3 speeds plus **VARIABLE SPEED** for pitch and tempo control. All records to 17 1/2". 10 watts. 12" PM speaker. Mike input. Bass and treble controls. Magnetic pick-up. Scratch suppressor. 100% A.C. construction.

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APPROVED BY LEADING SCHOOL AUTHORITIES COAST TO COAST



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The suit illustrated here might be the favorite dress of any little girl, and



has its own modest, matching inner-brief. It's only one of many colorful 1-piece suits, flared and pleated tunics, cuffed shorts, romper shorts, pullover or button blouses — all appropriate, all popularly priced. Send for the new Booklet E45, or request sample suits. Write today.

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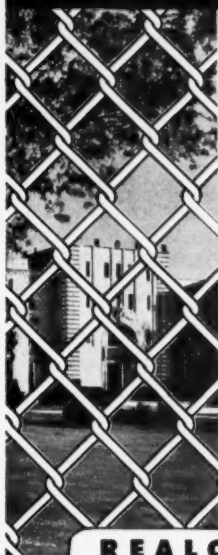


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SE-159

it's the CLICK that counts

Count the "clicks" — presto, it's open! You don't have to see the dial to work the combination. For quickest and easiest operation — as well as economy, security, and durability in schools — it's the Gougler Keyless Lock.



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January, 1953



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Modern teaching methods demand a new approach to school furniture design.

The VIRCO approach stresses *flexibility*. Each piece is easily movable for regrouping from class to class. It adapts itself as well to special group projects as to formal lectures. Designed in a range of sizes to fit the individual student—Virco School Furniture adds comfort, efficiency and eye appeal to the classroom.



#724 OPEN FRONT DESK

- Frame of heavy-gauge tubular steel provides maximum strength and rigidity.
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A complete catalog will gladly be sent on request. Please send us your specifications and bid forms. Choice of eastern maple or high density laminated plastic sheet on all desk surfaces.



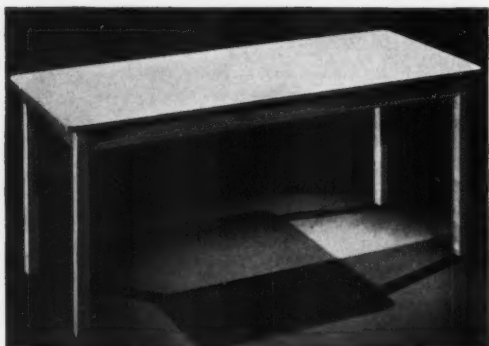
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167

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MODULAR
SCHOOL
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1.—AN ALL-PURPOSE TABLE

... equally suitable as a cafeteria table or for libraries, offices and classrooms. Exceptionally sturdy ... designed for years of satisfactory service.

2.—NATCOLITE SCHOOL TOP

... surfaced with Nevamar high-pressure plastic laminates in genuine wood grains, specially developed for uniform light reflectance. Impervious to stains, ink, crayon, oil and common acids. Resistant to burns, scratching or marring. Eliminates maintenance problems.

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Division of National Store Fixture Co., Inc.

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**"ROLL-IT"
TABLES**

MOVE AUDIO - VISUAL
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easily
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MAKE EVERY CLASSROOM A PROJECTION ROOM
with "ROLL-IT"

The table equipped with Brakes

Model VP-2 (illustrated above)

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SE-69

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SE-71

**Rauland CENTRALIZED
S81 RADIO-SOUND SYSTEM**

**SIMPLIFIES ADMINISTRATION
STIMULATES CLASSROOM LEARNING
PROVIDES COMPLETE PROGRAM FACILITIES**

The RAULAND S81 Centralized Sound System provides complete program facilities (Radio, Phonograph, Microphone and Intercommunication) to bring maximum benefits to your school. Here is the means for effective administrative control from a single, central point. Permits instant communication with any or all classrooms; provides emergency call (for fire drills, accidents, etc.). Unsurpassed as an educational aid, the S81 provides selected FM and AM radio broadcasts for instructive purposes; plays and distributes recordings and transcriptions; makes possible broadcasts of school dramatic programs and activities; serves effectively as an aid for specialized instruction in musical appreciation, languages, and dramatics. Versatile in performance, dependably proved in operation, the RAULAND S81 Centralized Sound System is priced within the budget of the average school.

The RAULAND S81 System has ALL these features:

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- **Emergency Call Feature.**
- **Underwriters' Approved.**

The RAULAND S81 System is designed to remain modern for years. It offers unusual flexibility, superb tone quality and trouble-free dependability. Let us show you, without obligation, how RAULAND Centralized Sound can benefit your school and save you money. Write us today for complete details.

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3. New Easy-Grip disc-type lock knob instantly locks and releases.
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5. Large 1 1/2" diameter high tensile ALUMINUM LEGS.

only **\$33.75** list



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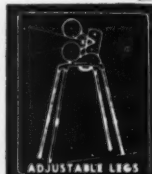
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3309 Edison Ave., New York 49, N. Y.
Please ship "PROJECT-O-STANDS" on approval as follows:
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Total

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ADJUSTABLE LEGS

Fully adjustable legs lift, set floor slope and permit quick aiming of image on screen.



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Projector is high enough to clear heads of seated audience.



STRADDLES SEATS

Where there is no center aisle, seats can be straddled easily.



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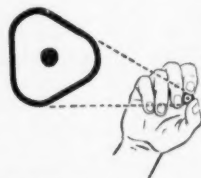
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School Equipment Index—January, 1953

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If further information concerning any of these products is desired, it will be sent without charge or obligation. Simply circle the identifying numbers on the back of the business reply card below and mail it to us.

SE

PRODUCTS

- 1—Vampco All-Aluminum Windows
- 2—Minneapolis-Honeywell Temperature Control
- 3—Nesbitt Thermal Blanket
- 4—Finnell Job-Fitted Equipment & Supplies
- 5—Wayne Bus Bodies
- 6—I B M Electric Typewriter
- 7—Educators Colored Table & Desk Tops
- 8—Brotherhood Mutual Life Insurance
- 9—Johnson's Floor Cleaner Concentrate and Emerel Super Cleaner
- 10—Solar Sturges Self-Closing Waste Receptacle
- 11—Motiograph-Trad School T-V
- 12—Wascotile Skydomes Framed in Extruded Aluminum
- 13—American City Bureau Fund-Raising Campaigns
- 14—R C A Television
- 15—Huntington Gym Floor Finish
- 16—Certified Ballasts
- 17—Herman Nelson Heating and Ventilating System
- 18—Libbey-Owens-Ford Plate Glass
- 19—Schieber Folding Tables and Benches
- 20—Powers Temperature Control
- 21—Duro-Test Lamps
- 22—Manley Popcorn Machine
- 23—Facing Tile for School Interiors
- 24—Brush Soundmirror Tape Recorder
- 25—Heinz Tomato Products
- 26—American Desks
- 27—Society for Visual Education School Master Projector
- 28—Horn Folding Gymseats and Partitions
- 29—Stacor Drawing Tables
- 30—Hillyard Floor Treatments
- 31—Medart Steel Lockers
- 32—Kimble Glass Insulux Glass Block
- 33—Remington Rand Portagraph Transcopy
- 34—American Type Founders Graphic Arts Department Service
- 35—Illuminating Engineering Hairpinline Cold Cathode
- 36—Multi-Clean Floor Maintenance Method
- 37—Virginia Metal Products Transmission System
- 38—Royal Standard Typewriter
- 39—Automatic Projection Audio-Visual Equipment
- 40—Breuer Tornado School Cleaner
- 41—Bradley Washfountains
- 42—Pittsburgh-Des Moines Steel Deck Grandstands
- 43—Master Padlocks
- 44—Shwayder Bros. Sampson Folding Chair
- 45—Michaels Art Bronze Display Case
- 46—Spencer Vacuum Cleaners
- 47—Oliver C. Steele Window Shades
- 48—West Disinfecting Floor Preservation Plan
- 49—Dudley Locks

SE

- 50—Bil-Jax Maintenance Trestle
- 51—Up-Right Scaffolds
- 52—Weston Electrical Instruments Bulletin
- 53—Johns-Manville Terraflex Plastic Tile
- 54—Projectograph Automatic Slide Changer
- 55—Endur Paint Green Resurfacer
- 56—Heywood-Wakefield Tubular Steel School Furniture
- 57—Newcomb Portable Transcription Player
- 59—Moore Gym Suits
- 60—Brillo Steel Wool Floor Pads
- 61—Voit Basketballs
- 62—American Crayon Prang-Old Faithful Line of Art Materials
- 63—Western Waterproofing Services
- 64—Colonial Engineering Sink, Work Counter, Storage Area Unit
- 65—Merrill Lee "Roll-It" Tables
- 66—Darnell Casters
- 67—National Utility Table
- 68—Louis M. Herman Sound Supplies
- 69—Flour City Yarn Floor Brushes
- 70—Haws Drinking Fountain
- 71—Rauland Radio-Sound System
- 72—Tiffany Stands
- 73—Dayton Safety Ladders
- 74—Allied Radio-TV Catalog
- 75—Barnes & Jones Proportionator System of Heat Control
- 76—Keystone Reading Readiness Slides
- 77—Geerpres Mop Wringer
- 78—Best Tryrex Pencil

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- 79—American Products Project-O-Stand
- 80—Rowles Space-Master Desk and Chair Unit
- 81—Bobrick Soap Dispenser
- 82—Ionia Folding Chairs
- 83—American Standard Wet Mop
- 84—American Cyanamid Melmac Dinnerware
- 85—Thurmaduke Waterless Food Warmer
- 86—Modern Social Study Maps
- 87—Barricks Folding Tables
- 88—Wells Micro-Projector
- 89—Howe Folding Tables
- 90—Pereco Electric Kilns
- 91—Clapp's Senior Projection Table and Portable Lectern
- 92—Snyder All-Purpose Bleachers
- 93—Edward Don Equipment, Furnishings, Supplies
- 94—National Vul-Cot Wastebaskets
- 95—United States Plywood Armorpork Chalkboard
- 96—Montgomery Program Timers
- 97—Vacuum Insulated Hot Food, Soup and Coffee Carriers
- 98—Norcor Tubular Desks and Chairs
- 99—Chicago Hardware Foundry Electric Hand Dryer
- 100—Keyes Fibre Plastic Trays and Tableware
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- 110—Daintee Counting Frame
- 111—American Playground Device Uniform Hanger
- 112—Bro-Dart Bind-Art for Book Repair
- 113—Long Island Bleachers
- 114—Hild Floor Machines
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- 116—Best Lock With Interchangeable Core
- 117—White Mopping Tank
- 118—Herman's Door Closer
- 119—Claridge Duracite Chalkboard
- 120—Peninsular Penco-Desk
- 121—Wilson-Albrecht Scaffolding
- 122—National Cornice Portable Food Carts
- 123—Playtime Bleachers and Risers
- 124—Eagle School Signal System
- 125—Midwest Folding Tables
- 126—American Rubber Link Mats
- 127—Electric-Aire Hand Dryer
- 128—National Dryers
- 129—Irwin Classroom Desks and Chairs
- 130—American Floor Machines
- 131—Roddicraft Plastic Desk Tops
- 132—Execution School Intercom Systems
- 133—1952-53 AMERICAN SCHOOL AND UNIVERSITY
- 134—Califone Transcription Player
- 135—Lawlor Mop Wringers
- 136—Fairhurst Folding Walls
- 137—C. Howard Hunt Boston Pencil Sharpener
- 138—Griggs Modern School Seating
- 139—Cretors Popcorn Machine
- 140—Nutting Folding Chair Trucks
- 141—Krueger Tubular Steel Chair
- 142—Binney & Smith Dustless Colored Crayon
- 143—Clarin Folding Tablet Arm Chair
- 144—Monroe Folding Tables and Table Trucks
- 145—Continental Chain Link Fence

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- 146—Patent Fold-A-Way Scaffold
- 147—Fuller Floor Brushes
- 148—Virco Folding Chairs
- 149—Moore Key Control
- 150—Pan American Band Instruments
- 152—McArthur Gym Towels
- 156—Rek-O-Kut Rhythmmaster Phonograph
- 157—Penn Metal Steel Locker Unit
- 158—Reacock Fence
- 159—Gougler Keyless Lock
- 160—Virco School Furniture
- 161—Richards-Wilcox School Wardrobes
- 162—General Binding Plastic Book Binding
- 163—American Optical Projector
- 201—Peninsular Adjustable Desk-Chair Unit
- 202—American Optical Slide, Filmstrip Projector
- 203—F. C. Russell Prime Windows
- 204—General Binding Equipment
- 205—Superior Coach School Buses
- 206—Cowan Folding Leg Table
- 207—Mall Power Tool
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- 209—Liquid Carbonic Fountain Sink
- 210—Spindler & Sauppe Projection Screen
- 211—Magic Chef Gas Range
- 212—Charles Beseler Projector
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- 223—Monson Tape Recorder
- 224—H-P Tubing and Fittings
- 225—Illinois Shade Cloth Fireproof Shades
- 226—Electrol Burner Heating System
- 227—Microchemical Specialties Helix Balances

SE

NEW TEXTBOOKS

- 301—Ben Franklin (Random House)
- 302—Cambridge University Press Catalog, 1952
- 303—Burgess Publishing Driving Manuals
- 304—McCornick - Mathers Language Workbooks
- 305—Wheeler Publishing Corrective Reading Texts
- 306—J. B. Lippincott Text on Home Economics
- 307—Globe Book Company Biographies
- 308—Columbia University Press Text on Modern Science
- 309—Scott, Foreman Middle Grade Reader
- 310—McKnight & McKnight Booklist on Handicraft, Shopwork
- 311—Turner E. Smith Spelling Series Texts
- 312—Benj. H. Sandborn Text on Beginning Algebra
- 313—W. S. Benson Primer

AUDIO-VISUAL AIDS

- 314—Encyclopaedia Britannica Primary Filmstrips
- 315—Coronet Film on Winter and Safety
- 316—Encyclopaedia Britannica Film on Improving Reading Skills
- 317—Impeco Film on Everyday Living Problems
- 318—Association Films Color Film of Mexico
- 319—Film Publishers Film on Thumb-sucking
- 320—Enrichment Records Series of Historical Dramatizations
- 321—Popular Science Filmstrip on Growing Up
- 322—Young America Music Film
- 323—Encyclopaedia Britannica Science Film
- 324—The Jam Handy Filmstrip Series, Seasons, Weather and Climate
- 325—Encyclopaedia Britannica Color Film on Indian Dances
- 326—United World Films Free Film Catalog
- 327—The Jam Handy Color Film on the Globe
- 328—Coronet Primary Grades Film about Paul Bunyan
- 329—Young America Films Teaching Film Catalog

THE SCHOOL EXECUTIVE

SCHOOL EQUIPMENT NEWS, 470 Fourth Ave., New York 16

January, 1953

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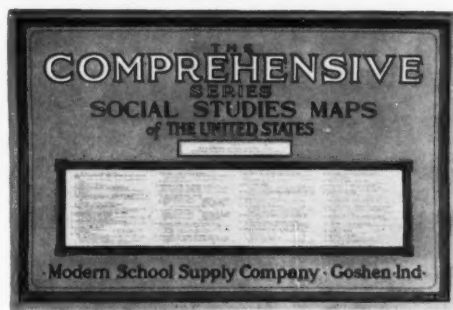
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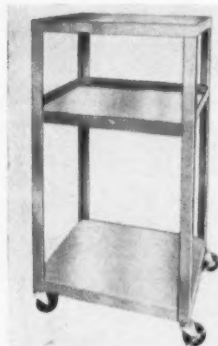
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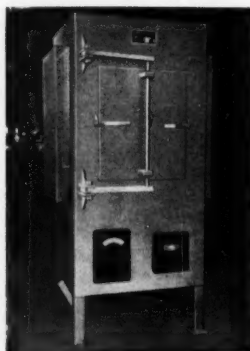
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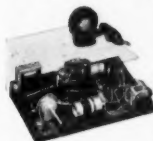
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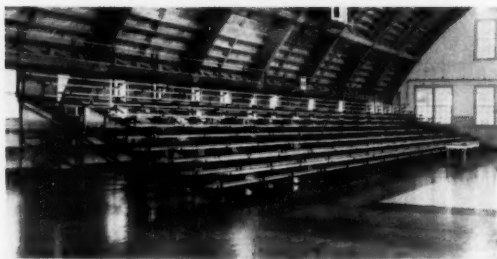
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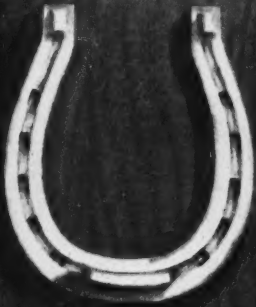


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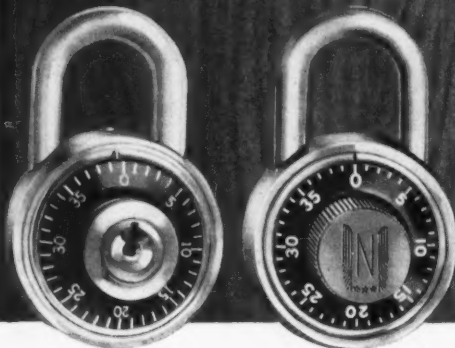
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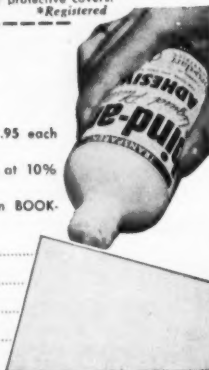
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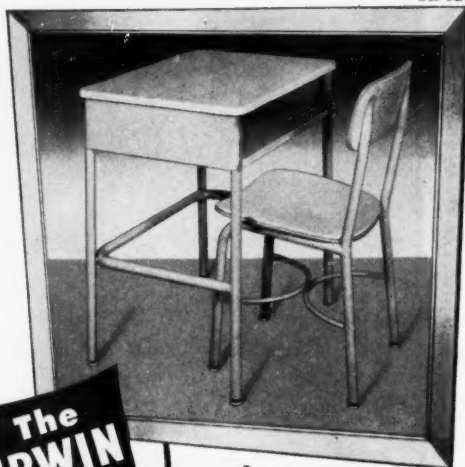
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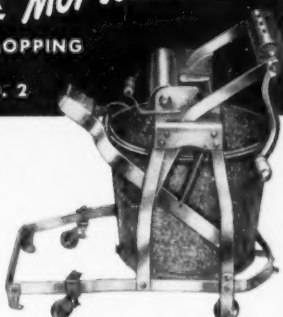
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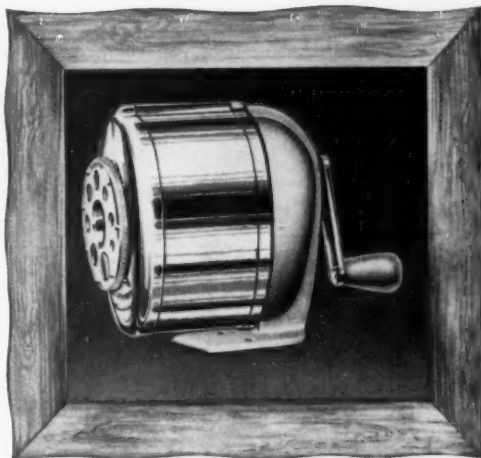
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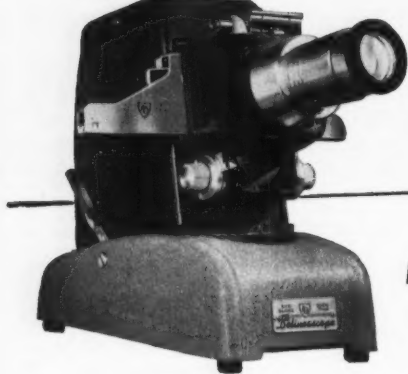
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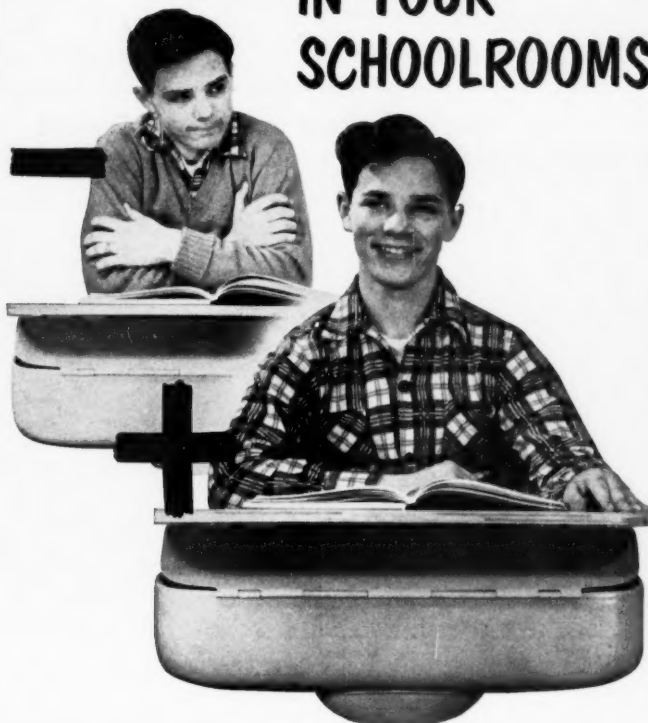
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WHEN NESBITT SYNCRETIZER
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NESBITT *Syncretizer* WITH WIND·O·LINE

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